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AUTHOR McGee, Leo, Ed.; And Others
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ABSTRACT

A compilation of papers submitted by the faculty of a teacher training institute, this manual is for reading teachers of adult students. The titles and their subtopics are as follows: (1) Introduction: Student Viewpoint; (2) Recruitment and Retention of the Adult Learner (recruitment information and techniques, how to be a successful recruiter, other recruitment techniques and ideas, retention, news release); (3) Making and Meeting Objectives (outline, content, preparing your package, individualized check sheet, annotated bibliography on individualized instruction); (4) Individually Prescribed Instruction, IPI (test-diagnose-prescribe-treat, developing IPI products, characteristics of good programed instructional products); (5) Teaching Reading to the Adult Learner (assessing entering behavior, an informal reading inventory); (6) Vocabulary Development for Adults (multiple meanings, levels I and II; multiple meaning, level III; analogies, level II; word structure, level III; commonalities, level II); (7) Teaching Meaning Skills to Adolescents and Adults; (8) Evaluating ABE (adult basic education) Instruction and Materials (reading instruction is in three domains, effective instruction requires three steps, evaluation criteria, evaluation form); and (9) Adult Performance Level (APL) Modules: An Example of Competency-Based Curricula for Adult Education (early responses to mandate for action, the APL concept--a model for curriculum development, module effectiveness and implementation, implications for curriculum implementation, references, highest ranking tasks, criteria for selection of tasks). (EM)

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A MANUAL FOR TEACHERS OF READING TO ADULTS

A Manual . . .
A Manual for Teachers . . .
A Manual for Teachers of Reading . . .
A Manual for Teachers of Reading to Adults . . .

From documents submitted for publication,
this manual is compiled and edited by

Leo McGee, Ph.D.
Tennessee State University

Robert Geeslin, Ed.D.
Literacy and Evangelism, Inc.

Luke Baxter, M.Ed.
Tennessee State Department of Education

U.S. DEPARTMENT OF HEALTH,
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EDITORIAL POLICY

This manual is compiled from materials submitted by each of the training consultants who participated in a teacher training institute held at Tennessee State University during the period of July 14-25, 1975. It has been the policy of the editors to compile and edit this work, on grounds of practical usefullness, redundancy, and face validity.

INSTITUTE ADMINISTRATORS

Charles Kerr	Director, Adult Education Tennessee State Department of Education
James Farrell	Dean, Extension and Continuing Education Tennessee State University
Leo McGee Luke Easter	Institute Coordinators
Loretta Reed	Graduate Assistant

INSTITUTE CONSULTANTS *

Rosa Brodie	-Nash Technical Institute
Bobbie Walden	-Alabama State Department of Education
Carol Thigpin	-Tennessee Association of Public, Continuing and Adult Education
Thomas Rakes	-Memphis State University
ADA Byrd	-Beaufort Technical Institute
Harry Frank	-Auburn University
Robert Geeslin	-Literacy and Evangelism, Inc.

* *Opinions, stances, approaches, and beliefs of the consultants do not reflect official position and policy of Tennessee State University nor Tennessee State Department of Education.*

INSTITUTE PARTICIPANTS *

Cornelia R. Adkins
Nashville

George Alsobrooks
Erin

Constance M. Anthony
Oak Ridge

Nancy Armstrong
Nashville

Allison Beasley
Franklin

Anita Belew
Lawrenceburg

Carroll S. Booth
Nashville

Nancy L. Coole
Nashville

Delvie S. Crenshaw
Pulaski

Joyce M. Crutcher
Franklin

Henry Flenory
Nashville

Coyle Hazelwood
Nashville

Bernice Heard
Nashville

Howell Hipsher
Sparta

Claudine Horne
Memphis

Edna Isom
Knoxville

Marianne Jacumin
Clarksville

Malchus Lane
Nashville

Gladys Lawrence
Nashville

Debra E. Mattox
Memphis

Terry Neal
Nashville

Bettye C. Payne
Nashville

Juanita Ranson
Sommerville

Iva J. Roberson
Nashville

Cheryl G. Robertson
Chattanooga

Dorothy W. Smith
Nashville

Joyce Stucki
Hendersonville

Linda S. Webster
Bethpage

Jeanetta Williams
Arlington

James E. Wright
Nashville

* Adult education teachers and administrators from throughout the State of Tennessee.

"Cooperative planning is the key to a successful institute"

Left to right: Luke Easter, Institute Coordinator; Lonetta Reid, Ass't Coordinator; Tom Rakes, Consultant; Leo McGee, Institute Coordinator

"Consultant Geesl[illegible]n stresses a reading concept"

"Participants evaluate ABE instructional material"

"Focus on Workshop Facilitators"
Right to left: Malchus Lane, and Allison Beasley

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INTRODUCTION: STUDENT VIEWPOINT*

Submitted by

Rosa Brodie

No, I'm not very good in school. This is my second year of trying to finish the 'bone-head' (non-credit) courses. Some of my other instructors like me all right though, even if I don't say much in class. I don't know why some of the teachers don't like me. I don't seem to get along with the instructors who teach 'bone-head' English and Math. Seems like they don't think I know anything unless I can name the book it comes out of. I've got a lot of books at home -- books like Popular Science, Mechanical Encyclopedia, and the Sear's and Ward's catalogues, but I don't very often sit down and read them through like they want me to in English class. I use my books when I want to find out something like, whenever Mom buys anything second hand I look it up in Sear's or Ward's first and tell her if she's getting stung or not. I can use the index in a hurry to find the things.

In school, though, we've got to learn whatever is in the book and I just can't memorize the stuff. Last year I studied nights after work, every night for two weeks trying to learn the names of the presidents in History class. Of course, I knew some of them like Washington and Jefferson and Lincoln, but there must have been thirty altogether and I never did get them straight.

I'm not sorry though, because people who learned the presidents had to turn right around and learn the vice presidents. I am trying History again but our teacher this year isn't so interested in the names of the presidents. She has us trying to learn the names of all the Great American Inventors.

I guess I am good in Auto Mechanics. My instructor says I'll be a great mechanic if I can just learn to read. Anyway, this year I've been trying to learn about trucks. I've got good reason, too. My uncle owns three and he says I can drive one when I get out of the Auto Mechanics course. I already know the horsepower and number of forward and backward speeds of twenty-six American trucks, some of them Diesels, and I can spot each make a long way off. It's funny how the Diesel engine works. I started to tell my teacher about it last Wednesday when the pump we were using to make a vacuum in a bell jar got hot. She couldn't see what a Diesel engine had to do with our experiment on air pressure, and she said so! I

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* Adapted from Corey, Stephen M., "The Poor Scholar's Soliloquy," Childhood Education, January, 1944.

just kept still after that. But Diesels are interesting. I talked to Bill, the Diesel mechanic, at my uncle's garage and he showed me how a diesel engine works--he had one torn down. Boy does he know his stuff. I helped him all day--it was a great change from that English book!

I sure wish there was some way for me to do some of my work at home. If some of my instructors taped their lectures, at least I could catch up when I have to miss class. For instance--last week my uncle took me and his big trailer down state about two hundred miles and we brought almost ten tons of stock to the Chicago market. It turned out, I was a big help to him, so I didn't mind missing classes.

He had told me where we were going and I got to figure out the highways we could take and also the mileage. He didn't do a thing but drive. We made seven stops and drove over five hundred miles round trip. I'm figuring now his oil cost and what the wear and tear on the truck was, he calls it depreciation, so we'll know how much we made. I need to be learning things like depreciation in my classes. It's embarrassing for my uncle to have to teach me.

I even wrote out all the bills and sent letters to the farmers about their pigs and beef cattle brought to the stockyards. I only made three mistakes in seventeen letters last time, my aunt said--all commas. I wish I could write school themes that way. The last one I had to write was on "What a Daffodil Thinks of Spring," and I just couldn't got going.

I don't do very well in 'bone-head' Math either. Seems I just can't keep my mind on the problems. We had one the other day like this: If a 57 foot telephone pole falls across a cement highway so that 17 3/6 feet extend from one side and 14 9/7 feet from the other, how wide is the highway?

That seemed to me like an awfully silly way to get the width of the highway. I didn't even try to answer it because it didn't say whether the pole had fallen straight across or not.

I decided to quit my program at the Community College. I'm paying good money and learning things that my instructors think are important. I'm sure they are right but I think they ought to ask me what I want and need to learn. I'm going to be happier, I think. A degree from the Community College would have been nice but I'm running out of time.

[This article points out, from the student's viewpoint, the need for a carefully planned, practical curriculum. Every moment of every lesson can and should be efficiently directed at needful instruction. How that is to be accomplished in the most complex of curricular areas, reading instruction, is the topic of the remainder of this book. -Eds.]

by
LeRoy Brown
J. Clyde Blair
Bobbie L. Walden

of
the
Alabama State
Department of Education

Submitted
by
Bobbie L. Walden

(adapted)

RECRUITMENT & RETENTION OF THE ADULT LEARNER

ALABAMA STATE DEPARTMENT OF EDUCATION

This publication was prepared pursuant to a grant received by the Alabama State Department of Education from the Division of Adult Education Programs, United States Office of Education, Department of Health, Education and Welfare, under Section 309b of the Adult Education Act of 1966. The opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education (USOE), and no official endorsement by the U.S. Office of Education should be inferred.

RECRUITMENT INFORMATION AND TECHNIQUES

Door-To-Door Recruitment

The most successful recruitment method in reaching the Level I adult is the door-to-door method. This is probably the most difficult method and takes the most time. Untrained personnel should not be sent to recruit for Adult Basic Education programs. The best days for training volunteers to recruit are Tuesday and Wednesday mornings.

Paraprofessionals and volunteers living in a community where adults need Adult Basic Education make good recruiters. The people in the community know the recruiters, and the recruiters know many of the needs of the people. One paraprofessional recruited a young man when he came to her house to ask her to interpret his check stub.

Recruiters Must Be Committed

The essential factor is the people: their problems, attitudes, and desires. Many are shy, retiring, noncommunicative; some are worried, frustrated, and work long hours at menial tasks. Their lives have been filled with one disappointment after another. There are those who feel it isn't worthwhile. Some left school at an early age, vowing never to return. Others are hungry, ill-clothed, and would not dare enter a public building.

As recruiters for Adult Basic Education programs, these questions must be considered: How do you secure enrollees? How do you persuade men and women who have little or no formal education to return to school? How do you convince them that they should leave their home, their families, their friends, their favorite television programs, and a hundred other things just to learn to read and write or to improve their educational level?

This can be accomplished only by being totally committed to recruiting the uneducated and undereducated adult. In order for maximum success to be obtained, recruitment must be a total community effort.

Desirable Characteristics for Recruiters

* Be committed.
* Have concern for people.
* Be dependable.
* Have patience.
* Have the ability to accept people as they are.

* Have time to recruit.
* Be interested in people.
* Be receptive to training.
* Have the ability to withstand rebuff.
* Have appropriate personal appearance.
* Know the community.
* Know and understand the Adult Basic Education program.

Who Are Successful Recruiters?

* Adult Basic Education learners and former Adult Basic Education learners who are from the same target population.

* Indigenous paraprofessionals who understand the Adult Basic Education learner.

* Ministers, ministers' wives, Adult Basic Education teachers, volunteers, social workers, and other people who believe in Adult Basic Education and want to help the Adult Basic Education learners.

* People who are excellent salesmen and who are not willing to take NO for an answer.

HOW TO BE A SUCCESSFUL RECRUITER

Before You Go

1. Be yourself! Be honest and sincere. Know your objective.

2. Understand the Adult Basic Education program. Know what is being offered.

3. Don't be rushed! Spend as much time as it takes to adequately explain the program. This usually takes between ten and fifteen minutes per family.

4. Dress appropriately. Be neat and clean but not overdressed. Wear comfortable shoes. Carry something to knock with (small piece of wood that will not scar door).

5. Know exactly what area you are to cover. This will prevent duplication.

6. Know where the nearest Adult Basic Education class or center is located.

7. Visit at least one Adult Basic Education class prior to doing any recruiting.

8. Don't try to recruit everybody in one day! It is better to properly recruit a few than to inadequately recruit an entire neighborhood.

Beware!!

* Do not go inside the house if the person appears to be high on drugs. Symptoms: Hands shaking, eyes dull and drowsy, speech slurred.

* Do not go inside the house if it is full of men and no women (especially for female recruiters).

* Do not go inside the house if the person is drinking.

While You Are There

1. Greet the potential adult learner warmly and identify yourself. Tell the person why you are there. Be sure to look at the person. Catch the potential adult learner's eye with a smile.

2. Address the individual by name if possible. It is helpful to know the person's name before the visit. In the housing projects, the names may be obtained from the project office. This often helps to get you invited inside.

3. Be empathic. Try to identify with the person's feelings and thoughts.

4. Give the adult one of the information fliers and explain it. Stress the following:

   * Adult Basic Education program keeps all records confidential.

   * Adult Basic Education program is FREE!

   * Adult Basic Education learner will not lose other benefits such as welfare or social security.

   * Adult Basic Education can give some of the basic skills needed to find a job or get a better job.

   * Adult Basic Education can be the beginning of job-training programs.

   * Adult Basic Education classes are good places to make new friends.

   * Adult Basic Education cares about the adult learner.

* Adult Basic Education can show adults how to succeed in learning.

* Adult Basic Education is not the answer to all problems, but it can be the beginning of a more rewarding life.

5. Talk about things that are meaningful to the potential learner: children, home, pictures, pets.

6. Explain fully how Adult Basic Education can be beneficial to the learner immediately as well as in the future.

7. Explain the structure of the Adult Basic Education classes. Be sure that it is understood that attendance is not required for every class.

8. Listen carefully! Be able to identify needs, ambitions, main interest, number in family, and problems.

9. Ascertain the educational level of the adult.

10. Give examples of other adults in similar circumstances who have benefited from the Adult Basic Education program.

11. If the learner is interested, tell the adult that he or she will be called or otherwise notified the day before the class.

12. Be sure the adult understands when the classes are held.

13. Leave a card with the adult that will introduce him or her to the Adult Basic Education teacher.

14. Tell the adult what to expect at the class. Inform the adult that you will be glad to go with him or her to the first class, if this is possible.

15. Listen for names of other prospective Adult Basic Education learners. They may be family members, friends, or neighbors who should be enrolled. Make a note of this on the recruiter's survey card.

After You Leave

1. Record all pertinent information on the Recruiter's Survey Card. In most cases it is advisable to complete this form after you have left the house.

2. Follow up! If the potential learner was interested but did not show up for registration, call or go by for a second visit. Take the survey card with you.

3. Don't forget the potential learner! Check periodically to see how the adult learner is progressing in the class. Listen to problems and share these with the Adult Basic Education teacher.

What Should Be Done Before You Begin?

1. One person should be in charge of the recruitment. This person should visit the area beforehand and map it out. Make maps of the area for the recruiters. Assign TWO recruiters to a specific area.

   Note: To recruit young adult males, get one or two young adult males attending the Adult Basic Education program to recruit them. They can relate to this target group. White or black middle-age women cannot successfully recruit young men. In black neighborhoods, blacks can recruit better and in white neighborhoods whites get better results. A black and white together recruit well.

2. A flier should be designed to meet the needs of the Adult Basic Education program. Include the time, place, date, and telephone number. Recruiters should print their names and telephone numbers of the flier. This gives an added personal touch.

3. Before recruiting, contact the local school principals in the recruitment area and have students carry home program fliers advertising the Adult Basic Education program. This will help to identify the recruiters.

4. When recruiting in a housing project, notify the person in charge. Request that a recruitment flier be placed on the bulletin board in the project office.

5. If possible, get names of potential learners from people in the neighborhood.

6. If potential learners are not at home, leave a flier in the door.

What Should Be Done After Recruiting

1. After recruiting, the person in charge should make a list of the names, addresses, and telephone numbers of the interested persons. This list should be taken to the Adult Basic Education teacher. The teacher should call the interested persons and personally invite them to the Adult Basic Education class. This means that the potential adult learners will have received a second contact.

2. After recruiting, the person in charge of the recruitment should

bring the recruiters together to talk about their experiences. They will learn from each other and be encouraged and motivated by each other.

3. Don't just do door-to-door recruitment once a year. Once the recruiters are trained, do door-to-door recruitment in a different location every eight weeks. This will help build community support for the recruitment endeavor.

OTHER RECRUITMENT TECHNIQUES

The Newspaper

Much FREE publicity can be obtained for the Adult Basic Education program through the local newspaper. Many Adult Basic Education supervisors use the newspaper to promote their programs. In many newspapers, articles are often hard to locate. Much can be done to improve newspaper coverage. The Adult Basic Education supervisor should know the newspaper's city editor well and submit to him an article regularly. This will keep the news readers continually informed about the value of the Adult Basic Education program. [An informed employer is a voluntary recruiter. -Eds.]

Helpful Hints for Newspaper Publicity

I. Write in newspaper style.

1. Every story should include the following:

a. lead--answers who, what, when, where, why, how
b. body--expands the lead

2. Accuracy is essential.

3. Use common and familiar words (twenty words or less in a sentence).

4. The story should be short enough to attract attention and long enough to cover the subject.

5. Names and pictures of local people have special appeal.

II. Remember to

1. Ask reporters to do a feature story. These stories get better coverage.

2. Take the article to the newspaper typed in newspaper style.

3. Include pictures when possible.

4. Have prominent local people (mayor) endorse Adult Basic Education in the news.

5. Keep Adult Basic Education in the news all year long.

6. Write success stories on Adult Basic Education learners.

7. Get a local business to sponsor a newspaper advertisement for the Adult Basic Education program.

8. Get full newspaper coverage during Adult Education Week.

9. Write letters of appreciation to the editor and others.

Radio and Television

Both radio and television stations must do public service announcements. Through these media much FREE publicity can be obtained. Radio and television stations are eager to promote worthwhile programs as a public service. [Radio and television reach the non-reading adult, which is impossible for newspapers, billboards, and other printed media. -Eds.]

Basic Ideas to Consider

1. Keep the radio spots short but attention getting (30- to 60-second spot announcements). Catchy phrases help attract attention. Have these taped so they can be used again.

2. Request the radio station to run a specific number of plays of your announcement. For example:

   * Three weeks before classes begin, have the station play the spot once every four hours.

   * Two weeks prior to classes, intensify to once every two hours.

   * During the week of class registration, play once an hour.

   * If this frequency is not possible, remember that the more air play the announcement gets, the better the chances of reaching your target population.

3. Research has shown that the Adult Basic Education target population are prime television viewers. Use the television public service announcement programs to sell the Adult Basic Education program.

* Appear on talk shows.

* Have a slide made advertising Adult Basic Education with the call letters of the television station.

* Have local television news cover important events of the program, such as Awards Night, Open House.

Posters, Fliers, Billboards, and Marquees

These four promotional devices can be used to attract Adult Basic Education learners. They should be colorful enough to catch the eye and forceful enough to help recruit potential learners.

Posters and Fliers

1. Posters and fliers should be colorful and imaginative.

2. These should provide the necessary information to tell when, where, and why of the Adult Basic Education program.

3. Posters may be displayed at shopping centers, banks, post offices, schools, employment offices, welfare offices, factories, grocery stores, community action facilities, housing projects, laundromats, churches, and any other appropriate places.

4. Fliers may be distributed in the following ways:

   --Have them put in grocery bags at the supermarket.
   --Have them sent home by school children.
   --Have them put in pay envelopes of factory employees.
   --Have them distributed at PTA meetings.
   --Have them put inside church bulletins.
   --Have newsboys fold in with newspaper.
   --Have them placed in office at housing projects.
   --Have them placed in doctor's offices.

   NOTE: The area vocational technical school's printing shop will print these for a minimal fee to cover materials.

Billboards

1. These should be attractive, informative and attention getting.

2. Outdoor advertising companies will display public service announcements. This is an excellent recruitment tool to use during Adult Education Week. Be sure to contact the company several months in advance.

Marquees

Take marquee announcements to all businesses that have marquees, such as banks, motels, shopping centers, and restaurants. This is an excellent recruitment device to be used during Adult Education Week.

OTHER RECRUITMENT IDEAS

1. Have the mayor declare Adult Education Week and sign a proclamation. Obtain newspaper, radio, poster, billboard, and marquee publicity.

2. Have visitation night where each Adult Basic Education learner may bring a guest. This person may be a potential Adult Basic Education learner. This will acquaint the visitors with a new way of learning and show them that learning can be fun.

3. Get permission from the local school board to check high school dropout files for names and addresses of potential Adult Basic Education learners.

4. Send information to all industries throughout your area, explaining the Adult Basic Education program and the opportunities that are available.

5. Send information to appropriate clergymen. Have them announce the information from the pulpit and post it on the church bulletin board.

6. Have the Adult Basic Education learner fill out a name reference survey. The learner submits the names of at least three persons who might be interested in Adult Basic Education. Get volunteer recruiter or Adult Basic Education teacher to contact these people.

7. Send letter of information about the Adult Basic Education program to all local agencies, including the following:

---State Employment Service
---Department of Welfare
---Social Security Administration
---Vocational Rehabilitation
---Mental Health Center
---Community Action Committee
---Veterans Administration
---Family Court
---Area Vocational Centers
---Chamber of Commerce
---Public Library
---County Extension Service
---County Health Department
---Ministerial Association

Invite each of the agencies to visit the program. Give them information concerning curriculum, adult education program philosophy, and registration procedures and invite them to visit some of the Adult Basic Education classes. To enhance the Adult Basic Education program, use people from the above-named agencies as resource speakers. If possible, involve the community agencies with the Adult Basic Education program.

How Do You Involve Community Agencies?

An Effective Way to Approach an Organization to Gain Support

* Determine the aims and goals of the organization and see how they are related to your program.
* Make a list of ways the various organizations can help you and in turn the way you can help them.
* Approach the proper person of an organization with your need for help.
* Present your program and show how it relates to the organization's goals and how you can work together to achieve these goals.
* Be sensitive to the feelings of the people with whom you are working.
* Be patient but persistent.

8. Make a packet consisting of Adult Basic Education brochure, schedule of classes, and registration form. Provide a packet for each welfare caseworker along with a letter inviting the potential learner to visit the program.
9. Write a letter to every PTA, offering your staff members and you as a free speaker.
10. Make slides with synchronized cassette tapes to show and tell about the Adult Basic Education program. This may be used in speaking engagements, and in-service training, as well as recruitment programs.
11. Have an Awards Night. Present certificates to adult learners for their achievement and participation in the Adult Basic Education program. Invite learners' families, friends, local government officials, school board officials, and community leaders. Have newspapers and photographers cover the event.

12. Using a public address system on a car or truck, go into the area where Adult Basic Education classes are held and broadcast the class registration. This is a good attention getter for the Adult Basic Education program. Obtain a permit from city government before using a sound car or truck.

13. At the local fair, have a booth advertising the Adult Basic Education program. This is excellent FREE publicity.

14. Every eight weeks have systematic recruitment, using those methods that bring you the best results.

15. IMPORTANT:

    EACH TIME THAT YOU GET FREE PUBLICITY, SUCH AS NEWSPAPER, TELEVISION, RADIO, BILLBOARD, MARQUEES, BE SURE TO WRITE A LETTER OF APPRECIATION TO THE KEY PERSON FOR THE PUBLICITY.

RETENTION

Both recruitment and retention are dependent on the quality of the Adult Basic Education program. It is easy to sell a good program.

A dedicated and trained teacher is the key to a successful program. Nationally, one-third of the Adult Basic Education learners drop out of the Adult Basic Education program before completion and many more are very irregular in attendance.

The National Advisory Council on Adult Education states that a major problem of the Adult Basic Education program is the shortage of trained personnel to teach undereducated adults.

A concerted effort must be made by the teacher to determine why an adult has chosen to return to school; then a curriculum must be developed to meet the adult's felt needs.

The recent annual reports of withdrawals in Adult Basic Education programs throughout the United States indicate that lack of interest ranks highest in the known reasons for withdrawals from the Adult Basic Education program. The seriousness of the problem of retention reflects how important it is for instructors, recruiters, and supervisors to work in a team effort to get and hold the interest of those who enroll.

Since the Adult Basic Education teacher is the key to a successful program, Adult Basic Education supervisors should carefully select the Adult Basic Education teacher. [The person selected should

then be given every opportunity to develop sophistication and excellence in classroom management skills prior to duty. The skills include individualization, diagnosis of educational needs, differences between adult education and child education. -Eds.]

To Begin, Have a Successful Registration
(Some Helpful Suggestions)

1. Go to class with an open mind; welcome the adults as equals, not as inferiors.

2. Be sure the room has been comfortably arranged.

3. Provide an informal registration period. Talk with each learner personally. Use volunteers to help with registration.

4. Provide name tags to help everyone get acquainted.

5. Include an informal get-acquainted period. Allow each learner to introduce himself to the class.

6. Divide the class into small groups and have learners discuss activities they would like to do as a group.

7. End registration with refreshments. If the registration is enjoyable, the learners will want to come back.

Helpful Hints for The Adult Basic Education Teacher Throughout the Year

DO the following:

* Treat learners as adults. Provide immediate success.

* Find out learners' educational goals. Then provide immediate and continuing success.

* Help learners make a realistic plan for accomplishing their educational goals, and provide immediate successful educational experiences directed at those goals.

* Let learners find success in every learning task. Give sincere praise. A word or two of praise, a pat on the back, or an appreciative smile can work wonders.

* Determine the learners' educational handicaps--reading level, mathematical skill--informally and individually during the first few classes.

* Periodically check the learners' progress. Keep good records on work they have completed. Each learner should have a personal folder showing the learner's educational goals, inventory results, and accomplishments.

* Make the learning experiences meaningful to the learners' every day lives. Adults want to learn things that can help them on the job, at home, and in social situations.

* Alternate the kinds of learning activities. Utilize lecture, group discussion, role playing, individualized instruction, question-and-answer sessions, and buzz groups. Some adults work better alone; others excel in group activity. Remember, variety is the spice of life!

* Provide materials for enjoyment such as magazines, films, records, and tapes.

* Have a sense of humor! Be a friend. Let the learners find you are good-natured, cheerful, and capable of laughing with them.

* Listen to their problems, aspirations, fears, likes, and dislikes. If they know you care about them and sincerely want to help, they will make every effort to come to class.

* Have the learners share their experiences and knowledge with the class.

* Be tolerant of the learners' beliefs, customs, and mannerisms. Many of these adults may reject middle class values. Accept the learners for what they are. We are all different. This makes for a more interesting world.

* Anticipate and plan ahead. Nothing is more boring than an unprepared teacher. A teacher must plan-evaluate-plan constantly in order to provide the most stimulating learning atmosphere possible.

* Plan for the learners' physical comfort:

  ...Provide comfortable chairs and informal seating arrangements.
  ...Keep the classroom at the proper temperature.
  ...Keep the classroom well lighted.
  ...Have a refreshment center handy or let the learners share the responsibility of bringing in snacks.

To retain the adult learner, it is important that the Adult Basic Education teacher NOT DO THE FOLLOWING:

Don't treat the adults as children.

Don't expect rapid learning. (Sometimes adults who have been out of school for many years take a little longer at learning tasks.)

Don't let the adult become frustrated, for the adult learner may never come back.

Don't ridicule the adult. As a teacher you must work to help the adult feel good as a person.

Don't give the adult a test the first night. Wait until the adult has become self-confident.

Don't conduct a highly structured class. Teachers of adults must be very flexible.

Don't make the adult feel he or she knows nothing. Use the adult's experiences.

Retention of Level I Adults

To retain the Level I adult learner, instruction must be on an individual, personalized basis. The lower the educational level of the adult, the more individual attention the adult must have. This adult requires instruction on a one-to-one basis. Many of these adults will not attend the regular Adult Basic Education class. For these adults, instruction must be taken to them. Through the use of volunteers and paraprofessionals, home-based instruction can be used to reach the illiterate and low educational level adult. When this adult experiences success with learning and advances educationally, he or she can then be encouraged to enroll in an Adult Basic Education class.

RIGHT TO READ FOR ADULTS
DOOR-TO-DOOR RECRUITMENT CAMPAIGN

THIS IS TO INTRODUCE YOU TO THE ADULT BASIC EDUCATION PROGRAM. TAKE THIS CARD TO THE ABE CLASS WITH YOU.

TIME_____ 19

PLACE_____

CLIP AND COME

FOR INFORMATION CALL
269-6548 OR 269-7278
SPONSORED BY
ALABAMA STATE DEPARTMENT OF EDUCATION
ADULT BASIC EDUCATION - RIGHT TO READ PROGRAM

ADULT BASIC EDUCATION
RIGHT TO READ PROJECT

RECRUITER'S INFORMATION CARD

Name_____Date_____

Address_____Phone_____

Male___Female___Married___Single___Citizen___

Age: 18-30___31-45___46-60___Over 60_____

Special Interest: Church___Club___Other_____

Employment Status_____

Grade Completed in School_____

Did Recruitee Enroll in ABE? Yes___No_____

Enrolled Before? Yes____No____

Follow-up: Refer to_____

Call Again_____Transportation?_____

Learner Available for Instruction: Day_____

Time_____In Home_____Class_____

Recruiter's Name_____

30-SECOND RADIO ANNOUNCEMENT
PLEASE ANNOUNCE ON THE FOLLOWING DATES:

The Board of Education is offering FREE Adult Basic Education classes at Junior High School, Elementary School and the Adult Learning Center. Register on April 1 from 6:00 to 9:00 p.m. Classes are held on Monday and Thursday evenings from 6:00 to 9:00 p.m. For further information call:

****

30-SECOND RADIO ANNOUNCEMENT

ABE Coordinator: This is I urge you to accept my warm invitation to complete your education. Adult Basic Education classes are offered FREE through the Board of Education. Decide NOW to get your high school equivalency certificate. Improve your ability to speak. Learn to read and figure. Attend Adult Basic Education classes in your neighborhood. Telephone my office, at

NEWS RELEASE

Adult Education classes will begin Tuesday, September 18, at the following locations: Elementary, High, Church. These classes are for persons sixteen years of age or older who have not completed their high school education. Adults may study reading, writing, English, math, science, history, and also prepare for the high school equivalency exam (GED).

A morning class taught by will meet at the on Monday and Wednesday from 9:00 a.m. to 12 noon.

There is no charge for materials or instruction. If you, or a friend, would like to take advantage of this opportunity, come to these classes. For more information call , Adult Education

Learning Center is open Monday through Friday from 8:00 a.m. to 9:00 p.m. except Friday afternoons when the center closes at 4:00 p.m. The center is located on

MAKING AND MEETING OBJECTIVES

Submitted by

Rosa Brodie

As a teacher of adults you have one of the most challenging jobs in the field of education. The growing concern about accountability will be a help to you, and yet the many, varied levels at which you find your students does not help to make the job any easier, I'm sure.

As dedicated and concerned individuals, we are here to learn that five gates must be opened: Sight, Sound, Smell, Taste and Touch. Well, I feel that I have hit upon one way that can go a long way in keeping those 5 gates open if it is executed correctly. The way I propose is through the use of an instructional system and specifically developing materials for the use in this system (system-on-board). Now, we know that all of you have used a system of some kind or other all of the time, but can you really make your system flexible enough for the challenges that adults present to you?

My colleagues will be working with you on behavioral objectives. This is the starting point, and if we make a firm foundation here, the rest will be a matter of falling in place. In your objectives: (Do what? Under what conditions? At what Performance level?) you have the making for the entire system of which I speak. The objectives will dictate what needs to be covered, you as managers of learning will decide what will best enable the student to accomplish the objectives. The students will show through their performance how well the objectives are met. Well, you say this is what I have been doing all along. Yes, but the factor of aptitude has been misplaced. Aptitude is not merely how much one can grasp but the rate at which one can grasp. My bag is "We learn by doing." Therefore, in designing units for packages, much thought should be given to activities that will enhance the concept to be learned and also to be relevant. In the development of materials we must be:

1. Relevant
2. Purposeful - beneficial
3. Know level of student
4. Have hands on materials
   a. transparencies
   b. cassettes or tapes
   c. drawings
   d. teacher on hand

To get into our work at hand, I want to give our broad picture. (1) Determine a class or course, (2) Decide on specific objectives

to be used, (3) Design a pre-test, (4) Develop materials for package--taped (optional), (5) Design a post test, and (6) Try out and revision.

Outline for Converting Traditional Courses Into Individualized Instructional Units

I. Outline Complete Course
   A. General Outline
      1. Name and type of course
      2. Number of weeks, hours, quarters or semesters
      3. Weekly course of study (dates)
      4. Subdivision of weekly content into concept units
   B. Specific Outline
      1. Description of each concept unit
      2. Illustrations, techniques and other aids for learning each unit
   C. Individual Unit Outlines
      1. Step approach to learning concept
      2. Necessary background information (student)
      3. Reviews of previous units
      4. Previews of future units

II. Behavioral Objectives
   A. The use of Clearly Stated Objectives Will:
      1. Direct attention to the proper learning activities.
      2. Provide information for choosing instructional materials and techniques.
      3. Help establish realistic testing devices.
      4. Provide the learner a means of evaluating his own progress.
   B. Objectives Must Be Meaningful
      1. Instructional intent must be conveyed.
      2. Eliminate the greatest number of possible alternatives.
      3. Use measurable terms.
         a. to identify
         b. to list
         c. to solve
   C. Objectives Must Be Measurable
      1. Identify terminal behavior by name.
      2. State conditions under which measurement will take place.
      3. Specify minimum acceptable standards.

III. Write Individual Instructional Units
   A. Use "Story Board" Form for Narrations
      1. Keep sentences simple and concise.
      2. Use vocabulary well within range of students for which it is prepared.
      3. Describe only those activities you intend to picture. Avoid added explanations and tangents.
      4. Keep each unit short. Maximum length of 15 minutes -- average less than 10 minutes.
   B. Use Diagrams, Pictures and Charts

IV. Prepare Student Package or Unit
- A. Practice Problems, Exercises, or Other Assignment
  - 1. Related directly to unit of instruction
  - 2. Prepare new or assign from existing texts.
  - 3. Alternate or additional practice
- B. Evaluation Materials
  - 1. Self-check quiz or unit
  - 2. Questions and/or problems for intermediate tests
  - 3. Questions and/or problems for pre-and post-tests
  - 4. Alternate tests
- C. Instruction Sheet - Check for Instructor
  - 1. Objectives (written for student)
  - 2. Procedures to follow
    - a. read objectives
    - b. background review
    - c. unit instruction
    - d. quiz
    - e. practice
    - f. instructor contact
    - g. other
  - 3. Points to remember
  - 4. Assignment
  - 5. Supplemental assignment

Content for Individual Packages

* Content Sheet

* Script -- objectives for lesson optional
  -- should be informative and sections, short

* Definitions -- optional depending on material in script

* Activity Sheet -- most important part..this is actually practice work, experiments, etc.

* Review

* Test -- preferably an A and B test, in case student does not do well the first time

Preparing Your Package

As you prepare your package, REMEMBER to:

1. Pretend you are talking to a student. Speak to him in the first person. Example: "You will need to know . . ." instead of "The student will need to know . . ."

2. Keep in mind that you are talking to ONE person rather than

an audience. Pretend you are in a one-to-one situation, tutoring him at a blackboard.

3. Add sketches, diagrams, models, pictures, magazine clippings, concrete objects, etc. One picture can communicate a great deal:

4. Add humor and conversational tone to your package. Most students appreciate getting away from dry, dull textbooks. If you are worried about overdoing it, you can always ask the students. Find out how <u>they</u> feel about it.

5. Have fun!

Individualized Unit Check Sheet

Upon completion of your unit, please fill out the following check list:

	Yes	No
* Is there a statement of the rationale for learning the material in the unit?	____	____
* Are the objectives clear statements of what the learner will be able to do after successfully completing the unit?	____	____
* Is there an objective which attempts to assess the learner's attitude toward the unit?	____	____
* Has a test been produced with a scoring key or other information on what constitutes adequate learner performance?	____	____
* Are the test items all related to the objectives?	____	____
* Do the learning activities include:		
small steps?	____	____
frequent practice for the learner?	____	____
immediate knowledge of results to the learner?	____	____

appropriate media? ____ ____

* Was the unit administered to one or more learners who used the unit? ____ ____

* Were data gathered on the achievement of learners who used the unit? ____ ____

* Were data gathered on the attitude of the learners toward the unit? ____ ____

* Is there a statement of how the unit will be revised based on learner comments and achievements? ____ ____

An Annotated Bibliography on Individualized Instruction

The following books are all available from Fearon Publishers, Palo Alto, California and are all written by Robert Mager. They are all short paperbacks, fun to read, practical and free of jargon.

PREPARING INSTRUCTIONAL OBJECTIVES. 1962. This has been considered the "Bible" on objectives.

DEVELOPING ATTITUDE TOWARD LEARNING. 1968. Practical guidelines on the affective domain.

ANALYZING PERFORMANCE PROBLEMS OR "YOU REALLY OUGHTA WANNA." This one will help you decide what type of skill problem you have and how to deal with it. It probably will be more useful to those of you involved in training problems though there are some amusing and useful ideas that cut across many areas.

GOAL ANALYSIS. Again in a humorous way, Mager takes you through the process of translating fuzzy objectives such as "The student will develop responsibility" into measurable statements of behavior. This is a very useful little book for the affective area.

Herrscher, Barton. IMPLEMENTING INDIVIDUALIZED INSTRUCTION. ArChem Company, Publishers, P. O. Box 34507, Houston, Texas. 1971. The basic principles of a systematic approach to instruction are presented in this self-instructional booklet for developing self-instructional units. It includes a useful chart on media effectiveness. A bargain as it's only $1.00!

Briggs, Leslie J. HANDBOOK OF PROCEDURE FOR THE DESIGN OF INSTRUCTION. American Institutes for Research, Pittsburgh. 1970. This is a self-instructional book on instructional strategies that encompasses more and is a more "ambitious" approach than the Johnson or Herrscher materials. It is aimed more at the larger picture and would be useful if you are designing an entire curriculum or course.

Johnson, Rita B. and Stuart R. Johnson. ASSURING LEARNING OR UP THE UP STAIRCASE. Self-Instructional Packages, Inc., P. O. Box 2009, Chapel Hill, North Carolina 27514. 1972.
This is a self-instructional guide for producing a self-instructional unit or learning package.

Cerlach, Vernon S. and Donald P. Ely. TEACHING AND MEDIA. Prentice Hall. 1971.
Although this book is aimed at elementary school teachers, it is a very useful book with clear explanations about the systems approach, objectives, use of media, etc.

Bugelski, B. R. PSYCHOLOGY OF LEARNING APPLIED TO TEACHING. 1971.
While this obviously deals with many of the "usual" topics one finds in an educational psychology-type book, there are chapters on B. F. Skinner's work and technological aids to education, plus a nice succinct chapter entitled, "Practical Applications of Psychology to Learning: A Summary."

Rogers, Carl R. FREEDOM TO LEARN. Charles E. Merrill Publishing Co. 1969.
Based on many years of teaching and counseling in psychotherapy Carl Rogers illustrates what happens in classrooms when teachers and learners approach learning from a "partnership" basis which maximizes freedom for the student. The book offers practical guidelines as well as philosophical point of view toward individualized instruction. Some really fine food for thought here.

Cohen, Arthur M. OBJECTIVES FOR COLLEGE COURSES. Glencoe Press. 1970.
This paperback not only presents many examples of objectives plus related goals, but includes a programmed, self-instructional chapter on how to write objectives. In the back there is also listed a series of objectives for college courses which can be ordered through ERIC plus a short annotated bibliography.

Sanders, Norris. CLASSROOM QUESTIONS - WHAT KIND? Harper and Row. 1966.
If you are confused about applying the taxonomy, you'll find this small paperback useful. It helps make it all clear.

Gronlund, Norman. STATING BEHAVIORAL OBJECTIVES FOR CLASSROOM INSTRUCTION. Macmillan and Company. 1970.
Another short, practical book on how to write objectives -- and why.

Kibler, Robert J., Larry L. Barker, and David T. Miles. BEHAVIORAL OBJECTIVES AND INSTRUCTION. Allyn and Bacon, Inc. 1970.
In addition to dealing with the usual "how-to" aspects, there are many samples of objectives included in an appendix, plus James Popham's worthwhile article on "Probing the Validity of Arguments Against Behavioral Goals."

Bloom, Benjamin S., J. Thomas Hastings, and George F. Madaus. HANDBOOK ON FORMATIVE AND SUMMATIVE EVALUATION OF STUDENT LEARNING. McGraw Hill. 1971.
This is a rather massive book on evaluation but it's useful.

ERIC Clearinghouse for Junior Colleges. A DIRECTORY OF SELF-INSTRUCTIONAL MATERIALS USED IN COMMUNITY COLLEGES. UCLA. 1972.
The persons listing their materials in this directory have indicated a willingness to share their self-instructional packages. Many are paper/pencil packages but it is not limited to this.

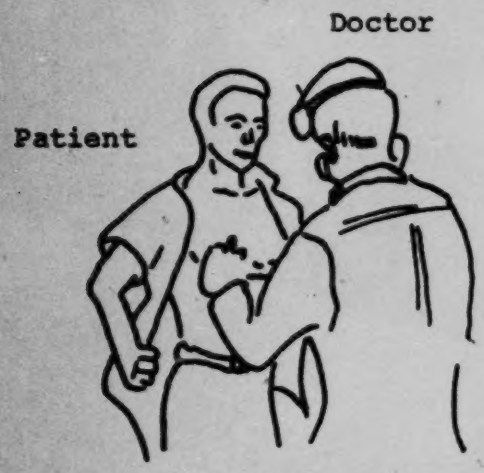
INDIVIDUALLY PRESCRIBED INSTRUCTION

Submitted by

Ada Byrd

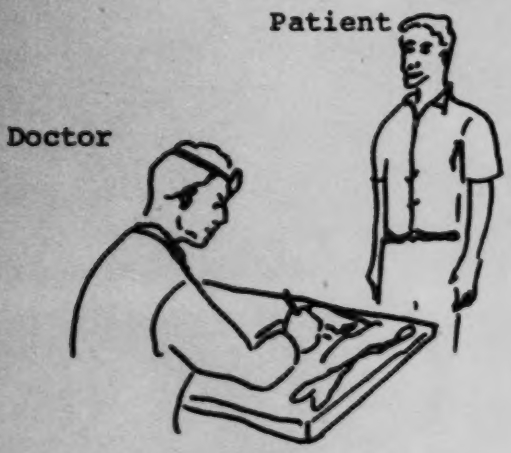
Test-Diagnose-Prescribe-Treat

1. A physician gives a medical exam and diagnoses the illness on the basis of the test results.



2. You give an academic test and diagnose the deficiency on the basis of the test results.

3. A physician prescribes medicine to treat the individual's illness.



4. You prescribe PIP's (or specific parts of them) to treat the individual's academic deficiencies.

How Programmed Instructional Products are Developed

The PIP's used in the IPI system are self-instructional lessons. They are called programmed instructional products because they are products of the instructional programming process. Since the characteristics and advantages of PIP's are a result of the programming process, you will probably be interested in knowing the general developmental phases of that process. These are described briefly below:

** Establish the objectives of the PIP and determine the characteristics of the design populations. (What should the trainee be able to do after taking the lesson? What can he already do?)

** Define and analyze the task to be taught, in detail.

** Determine the size and sequence of the instructional increments. (What will be taught first, what next, etc.? How much can be presented in one "step"?)

** Write the PIP.

** Try out the PIP and write up the final tryout results as validation data.

Establishing Objectives

The objectives must be established first! The direction of the work is set by the objectives and all work should be geared toward attaining this goal. The best way (commonsensical) is to find the answer to the question: What should the student be able to do after taking the course?

The reason for the stress on the word DO in the question, "What should the trainee be able to do after the course?" is to emphasize the importance of stating the objectives in BEHAVIORAL TERMS.

What the trainee does is his behavior. His behavior can be measured (or tested). We can see what he does. We can only guess at what he knows or understands. Compare the "good" and "bad" objectives below.

Good: To teach the student to correctly use these punctuation marks in his own written work: periods, commas, semicolons, and apostrophes.

Bad: To instill in the student a knowledge and understanding of standard punctuation marks.

Notice that the "good" objective tells what the student should be able to do. It is clear how the student could be tested--how his behavior could be measured to show that the objectives have been reached (or have not been reached).

Notice also that the "good" objective is more complete and specific than the "bad". You can see exactly what a course with the "good" objective would cover. You would not know exactly what an author meant by "standard punctuation marks."

One characteristic of a good PIP is:

OBJECTIVES, STATED IN BEHAVIORAL TERMS.

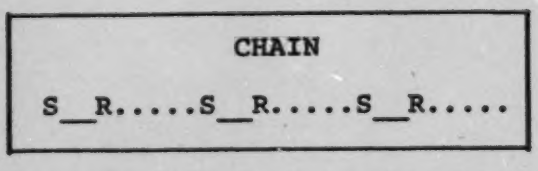
Defining and Analyzing the Task to be Taught

During this phase the programmer must obtain information from an expert in the subject matter which is to be taught. The information is best obtained by asking for all details of "what the trainee should be able to do." This definition of the task is an expansion of the objectives--to include everything which constitutes "mastery behavior" in the task. An ideal way to find out about this mastery behavior is to observe a "master" at work--one who expertly performs the task himself.

The programmer should describe the desired "mastery behavior" in behavioral terms. One precise way to describe the desired behavior is to write in terms of stimuli (or situations) which the trainee will encounter and responses which the trainee should make to the stimuli. The responses are what he should do--the desired behavior.

All tasks consist of behavior which may be depicted by three diagrams. Most tasks are combinations of these, but there is no other possible arrangement.

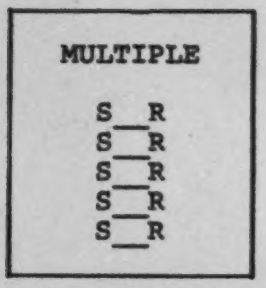
1.



In a "chain", one step leads to the next, etc. The trainee should be taught to perform these steps (responses) in sequence. Behavior in which one step follows another is called a CHAIN.

Chain examples: Steps used in working percentage problems
Finding square roots

2.



The multiple S__R units above are not joined together. Any stimulus may occur at any time, with no relation to other stimuli. These S__R units are called MULTIPLES, or multiple discriminations.

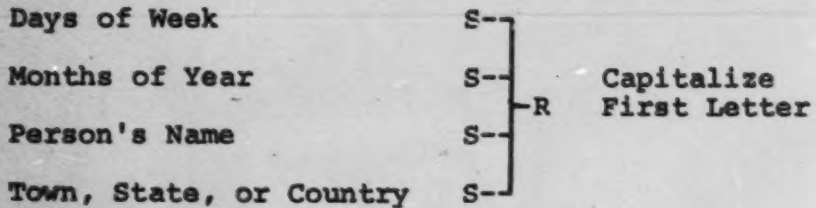
Multiple examples: english literature questions
american history questions

3.

GENERALIZATION

In a generalization more than one stimulus should elicit the same response from the trainee.

Generalization examples: capitalization of proper nouns



Various ways of saying a specific numeral. Please NOTE: These diagrams never appear before the student in the actual PIP.

Determining the Size and Sequence of the Instructional Increments

** Size -- The ability and background of the design population is the main factor in determining the size of the instructional increments (or steps). An instructional increment in a PIP designed for children might consist of one sentence with a picture and one question to be answered. Instructional increments in PIP's designed

for educated adults may consist of one or two pages of information and then one or two pages of questions about that information.

** Sequence -- The PIP material is presented on a scale ranging from easy to more difficult. The material that will facilitate (make easier) the learning program is presented first and the more difficult will come later.

Writing the PIP

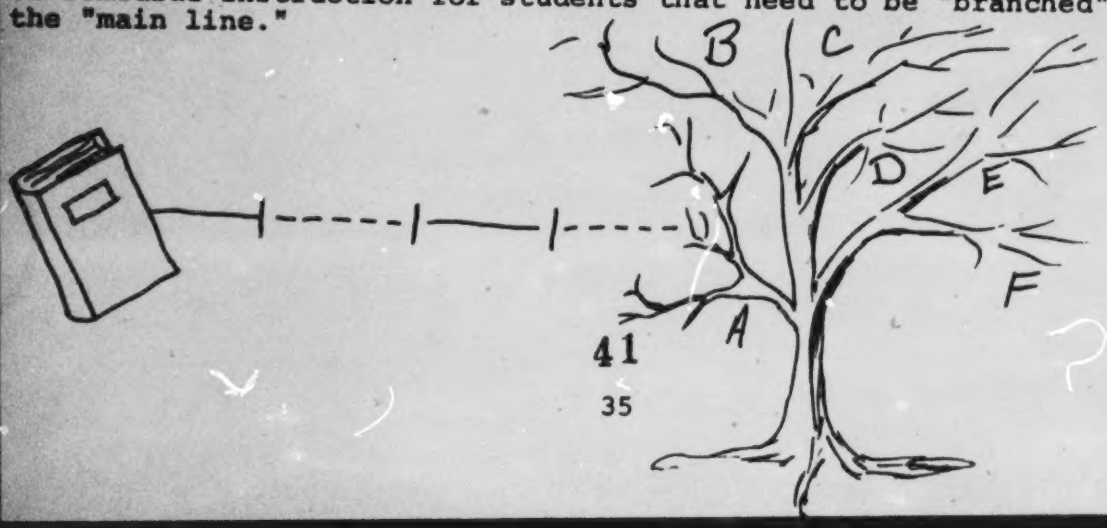
By the time the programmer is ready to write the PIP, the content, size, and sequence of each instructional increment is already decided. The level of language and types of examples to be used have been determined on the basis of the characteristics of the design population. Using this data, a programmer then writes each increment (or exercise). Each increment is written to include these three parts:

1. A demonstration or presentation of the task part or information to be taught. The trainee is shown what to do. In the case of information to be taught (such as this) the information is simply presented--as it is on this page.

2. Provision for trainee response. Directions are written to the trainee to respond by answering questions, working problems, marking a diagram, or by doing whatever was demonstrated. If needed prompts, cues, or hints may be added to help the trainee--the first time.

3. Provision for feedback. The correct answer (or procedures) and directions to the trainee to check and correct his work are written.

In writing PIPS, there are two major types of format. (1) Linear.--All students follow the same path (or line) through the program. (2) Branching.--The branching format includes BRANCHES off the main line of instruction. These branches contain additional or remedial instruction for students that need to be "branched" off the "main line."



Try Out the PIP and Write Up The Final Tryout Results as Validation Data

Question: Does the PIP enable the student to do what the objectives state that he should be able to do?

Answer: Look at the pretest and posttest based on the objectives. The gains shown will give you your answer as to how much (and how well) the PIP taught.

EXAMPLE: Basic English Grammar - 50 students
Average pretest score - 35% (before PIP)
Average posttest score - 9.5% (after PIP)
Average improvement - 60% (gain)

General Characteristics of Good Programmed Instructional Products

1. Self-Pacing.--progress at your own best rate.

2. Student Response.--respond by writing or selecting your answer.

3. Immediate Feedback.--correctness of your answers; checked by the correct answers given.

4. Objectives.--all good PIP's have objectives. As a learning manager, you can use a PIP's objectives to be sure that a course covers what your trainee needs.

5. Validation Data.--this shows that trainees really do learn to do what the objectives state.

Many of our ABE students (yours and mine) have failed for years in the conventional instructional environment. Individually Prescribed Instruction is needed to undo these failures. In this type of approach there is "a teacher for every student."

Consider these problems and tell me what characteristic of IPI might change these failures to successes:

(1) Slow learner.--always behind...due to this he dropped out of school. What's the answer?
SELF-PACING

(2) The other end of the scale would be able to benefit from the same characteristic?
SELF-PACING

(3) Students with lack of confidence.--never are sure of their ability. Characteristic needed?

IMMEDIATE FEEDBACK

(4) Student with short attention span.--attention drifts. Characteristic needed?

STUDENT RESPONSE

(5) Reinforcement/reward for the learning manager.

VALIDATION DATA

This completes your introduction to Individually Prescribed Instruction.

PROMISES, PROMISES!

63 HOURS OF INDIVIDUALLY PRESCRIBED INSTRUCTION = 1 GRADE LEVEL

TEACHING READING TO THE ADULT LEARNER

Submitted by

Carol Thigpin

Since individually prescribed instruction can yield results at a rate of one grade level for approximately every 60 hours of instruction, that is the emphasis of this section of the workshop. It is divided into two sections which are (1) assessing entering behavior, and (2) individualizing instruction.

Assessing Entering Behavior

Objectives for the first section: At the end of this section, each teacher should be able to...

1. Define informal reading inventory; tell how a word list is related to the reading paragraphs.

2. Use materials in the classroom to assess reading level on an informal basis, including the use of

   a. The Alabama Oral Reading Test for ABE students
   b. The alphabet recognition test
   c. Graded passages
   d. Construction, use and scoring of a cloze test.

An Informal Reading Inventory

An informal reading inventory is a useful technique for obtaining an estimate of the student's reading level and his facility in applying word attack skills.

We can determine the learner's instructional reading level from the informal reading inventory--the instructional level being that level at which the learner can read only if he has instruction and help standing by.

We can also determine an independent reading level--the level at which the student can read without guidance.

The informal inventory generally consists of three parts:

** A word recognition list (The ABE Oral Reading Test is a good list and is given on the following pages.) for use in determining a starting place for the graded passages or for the alphabet list.

** The alphabet recognition test (if needed)

** A series of graded passages beginning at the initial stage of independent reading and increasing in difficulty up to the pre-GED level.

Word Recognition-The ABE Oral Reading Test*

The ABE Oral Reading Test is to be given individually and is based on the learner's ability to pronounce words at different levels of difficulty. It takes about 5 minutes to give and score.

1. At the beginning of the test, say something like this: "I want to see how many of these words you can read. Please begin here and read each word aloud as carefully as you can. When you come to a word you do not know, say 'blank' and go on to the next word."

2. Allow the learner to read from one sheet of the ABE oral Reading Test while you keep score on another. Start the learner on a list where you think he can pronounce all 20 words. If the learner misses even one word on the starting list, go back until you reach a list where he can pronounce all 20 words correctly.

3. After you find the starting list, go on to more advanced lists until you find the stopping list. This is where the learner mispronounces or is unable to read all 20 words. When the words get difficult for the learner, say something like: "Look down this list quickly and read the words you think you know."

4. Count as an error any mispronounced or omitted word. <u>If more than one pronunciation is given for a word, count as an error even if one of the pronunciations was correct</u>. Enter the number of correct words at the bottom of the word list.

5. The types of errors made will indicate areas of weakness.

6. To find the learner's score for reading, count the total number of words the learner was able to pronounce correctly in <u>all attempted lists</u>. Also, if the learner begins the test on List <u>III</u> and successfully completes it, he automatically gets credit for List I and List II. Take half the score and you have his reading grade level in years and months. For example, if his score was 66, half of this number would be 33 and the reading grade level would be third grade, third month.

ADVANTAGES: (1) easy to administer, (2) quick to administer, (3) free, (4) can be duplicated easily (mimeographed), and (5) can be used for all ages.
DISADVANTAGES: (1) does not check comprehension, and (2) has not been checked for validity or reliability.

*University of Alabama

ABE Oral Reading Test

Name_____ Date_____

Examiner_____

List 1	List 2	List 3	List 4	List 5
1. do	would	hunger	price	thick
2. home	large	knife	weather	listened
3. look	together	follow	west	concern
4. very	hide	reason	afternoon	marriage
5. his	sound	empty	important	loudly
6. from	much	moment	distant	accomplish
7. mother	better	blow	force	suggestion
8. milk	happen	county	introduce	custom
9. was	wishing	hour	future	fragrant
10. make	river	magic	grateful	confusing
11. story	care	enough	strike	tailor
12. little	always	against	hearts	freedom
13. just	heavy	strange	predict	ranger
14. gone	dark	discover	machine	repairing
15. with	lunch	reward	silence	poured
16. come	stars	salad	common	delicious
17. first	exciting	matter	permanent	define
18. good	them	understood	partly	obedient
19. road	neighbors	anything	mountains	examined
20. there	quick	picture	develop	sharpness

List 6	List 7
medicine	knowledge
arrangement	environment
exhilarated	compassionate
camera	products
emergency	approximate
smoothly	society
abundant	friendly
practice	amusing
candidates	malignant
rumored	punishment
installed	attentively
sensitive	hesitated
inventory	disaster
distance	administer
rebellion	crisis
customers	employee
repulsive	generations
wreath	slender
movement	standardize
compliment	required

If the student demonstrates enough mastery of reading to be successful on List 1, go on to the graded paragraphs as described below. If the student is not able to complete List 1, the teacher should show him the alphabet in scrambled order and containing both upper and lower case. The student is asked to identify (name) the letters.

Alphabet Recognition

A	d	q	P	N	c	y	E	T	G	v	Y
X	k	e	w	Q	a	p	C	O	s	h	n
K	x	o	B	t	V	g	U	R	b	f	s
F	u	j	D	r	W	H	z	J	l	Z	I
				m	L	i	M				

Graded Passages--Procedure for Constructing an Informal Reading Inventory

1. Selection.--The student is to be placed according to his ability. He is being placed for instruction, so the placement technique must use the instructional material. Most teachers prefer to teach from multi-level material that gradually increases in difficulty rather than to use basal readers. For young students, Reading Laboratories published by S.R.A., are often used. For older students reading on low levels, Reading Development Kits published by Addison-Wesley, are often used. For an examination of reading skills in material of high concept density, the Study Skills Library: Science published by E.D.L. is often used. Remember: test the student in the instructional material he will use.

2. Counting.--Choose a couple of paragraphs from the middle of the reading selection and count the number of words they contain. The number of words per selection will vary because each count is terminated at the end of a paragraph. [In first and second level material, selections of approximately 20-40 words are counted; in third and fourth level material, selections of approximately 40-60 words are counted; and for fifth or higher levels, selections of approximately 90-110 words are used.] Record the number of words in each selection on the record form.

3. Record Form.--Each selection is identified and the difficulty is listed in the first column. The number of words is listed in the next column. In the next column, 10% of the number of words to be read is recorded. The number of errors the student

makes will be compared to the entries in this column. An example of this method of record keeping is included on page 46.

4. More on the Record Form.--If the record form is made for use in a loose leaf notebook, it should be on the reverse side of a page. The facing page can then be used to give a two-page spread. The second page is divided into columns, one for each student. The number of errors made while reading each selection will be recorded under the student's name. The number of errors made can be compared to the number of words read. When the number of errors equals 10% of the number of words, the upper difficulty level is approaching. The instructional level is located in this fashion.

Using Graded Passages
Administrative Technique

The reading passages are given to the student one at a time, beginning at a level indicated by the word recognition test. With experience, the ABE teacher will be able to follow a very informal procedure (thus the name of the technique). The experienced teacher will simply hand the student material to be read, will read "over his shoulder," and will count the errors made. Less experienced teachers will require a more formal setting (the more formal administration is to be considered a test and is to be avoided on first nights, as previously mentioned). The more formal administration requires two copies of the material to be read--one copy in larger print is given to the student; the teacher uses an expendable copy to mark errors.

The following errors (mis-cues) are counted and recorded.

*Omissions.--Circle any word, part of a word, or group of words omitted. A group or a part count as one error.

EXAMPLE --- On (a few) plants

*Additions.--Write in the word or word part added.

EXAMPLE --- They would have to stop

*Mispronunciations.--Cross out the printed words and write in the substitution. Count each substitution as an error even though several words may be involved.

EXAMPLE --- ~~nature~~ natural trail

*Repetitions.--Underline words repeated. Count repetitions only when two or more words are repeated. Disregard previous errors if corrected upon repetition.

EXAMPLE --- Later, while they were

*Help.--Mark unknown word with an "h". Tell the student the word upon a stop of 3 seconds.

EXAMPLE --- He h estimated the distance

CAUTION: Students with certain ethnic backgrounds may have learned a definite dialect. This dialect will include different pronunciations that are not reading errors. Some dialects omit word endings, especially the "s" on plurals, the "ing" on gerunds, and the "d" or "ed" on past tenses. A different dialect may pronounce "fire" and "tire" as "far" and "tar". Remember that these standard differences in dialect are not errors; you will have to be especially careful when giving the Informal Inventory to students who have a dialect or speech impediment.

All errors except those associated with proper nouns (such as "Mr. Schultz" which is not controlled in the readability) are counted. The error count is then recorded in the appropriate space of the record form. If the student makes fewer errors than 10% of the running words, the teacher gives him a more difficult material. This process is continued until the percentage of reading errors exceeds 10%.

After each selection, the student is asked to paraphrase what he has read with a question like "Ok, what did that say?" Any failure to understand is noted, but the procedure is not stopped.

The procedure is stopped when the frustration level is determined. The student may exhibit a range of symptoms of frustration, but the fact that the error rate exceeded 10% of the number of words is the criterion. The instructional level is to be the difficulty level preceeding frustration. This level, in the material used, is given to the student for instruction in reading. If instruction in content (for the purpose of transmitting information) is desired, an even easier material may be used.

If a student decoded but does not comprehend, other materials should be used with a similar technique to find material in areas understandable to him. Such students require concept instruction as well as reading instruction -- they simply "don't know what you're talking about" in some areas or on certain topics.

Use of Alphabet and Word Lists

The Informal Reading Inventory is discussed as if all of your students have instructional levels high enough to allow you to place them in instructional materials. Although we rarely get students who cannot read at all, it does happen. When you find you have a student whose instructional level is below 2.0, you must do a little more than you do with your other students.

The technique for prescribing instruction for these students is to determine which commonly used words the student knows. Determining the words a student knows and the ones that must be taught is a simple matter. You give a list in addition to the ABE Oral Reading Test and he points out and says the word he knows. You mark a copy to keep in your notebook. All of the words and letters not marked are those you must teach the student. This very simple technique will allow you to teach each student only the words or letters he does not know. You won't waste your time or theirs by covering material already known.

On pages 49-50 are lists of commonly used words. You will need several copies. You should keep a copy in your notebook for every student and you will need one copy to give the student(s) to read. You may find it useful to have every student read the list of words, no matter what the reading level. Students who read on second, third, or even fourth levels may still have difficulty with a few of these words. Since these words are used over and over in materials at all difficulty levels, the student who does not know some of them will continually have trouble with his reading.

Where to Begin

By Thomas A. Rakes

"Where do I begin?" "How do I know what level of materials to select?" "How can I maintain a continued sequence of instruction and be sure each student is working on his proper reading level?" These are a sample of questions asked by Adult Basic Education teachers throughout Tennessee. It is often difficult to select a reading material that is best for a particular student. One might begin by answering two questions: (1) Is there an efficient, accurate approach to placing Adult Basic Education students on their instructional levels? and (2) If so, how does the process operate?

The following discussion offers one approach that has proven satisfactory in many Adult Basic Education classes. The procedure referred to is the instructional inventory (II). When an II is used each student receives instruction that is right for him. A student learns best from a material that is neither too difficult nor too easy. The II offers the process through which the teacher can quickly and accurately locate each student's instructional reading level. Proper placement on this level may offer immediate success and a very useful guide to continued instruction.

The administration of the II is efficient timewise and very accurate in locating a student's instructional reading level.

The procedure for administering the II is given below:

1. Student reads approximately 100 words orally from a particular material.
2. While the student is reading the teacher keeps a running count of the number of oral reading errors. (Reversals, substitutions, omissions, hesitations, disregard punctuation, repetition, insertions, help given, mispronunciations).
3. If the reader's error rate is less than 10% he is moved up one-half to one grade level and the process is repeated.
4. If the error rate is 10%* or greater, the reader is moved back in the material one-half to one grade level and the process is repeated. If the error rate is still 10% or greater move down and repeat again. If the error rate is not 10% or lower this is his instructional reading level.
5. Instruction may now begin on the instructional reading level.

LEVEL	COUNT	10%	ERRORS MADE BY			
			Frank Jones	Mary Smith	Betty Brown	Jane Sands
1.2	32	3	1	0	0	3
1.4	35	3-4	1	1	4	3
2.0	40	4	0	0	3	3
2.5	40	4	3	3	10	7
3.0	55	5-6	4	5		
3.5	60	6	5	6		
4.0	94	9	8	8		
4.5	102	10	9	13		
5.0	150	15	11			

The same procedure should be followed each time a student is placed in a new reading material. The II enables a teacher to offer each student material that is challenging yet not so difficult as to be frustrating. The teacher may wish to keep a written record of the types of errors. This record may serve as a guide to further instruction and also reveal the student's progress. The II may be a useful diagnostic measure for the classroom teacher.

The II is based on the premise that the purpose of any testing is to guide instruction. By locating the point at which a student becomes frustrated we may then simply move downward to a material of lesser difficulty. If administered properly the student is not aware he is being tested. "Let's try this for a few sentences." "Read this to me orally." The teacher may then continue the II until an instructional reading level is determined.

The II may serve the teacher as a time saving and practical procedure in Adult Basic Education classes. The simplicity of administration and accuracy of results makes the II a very necessary addition to the adult classroom.

* If any of the oral reading errors occur at a rate of one per ten words the material is too difficult.

Thomas A. Rakes is at The Reading Center, University of Tennessee at Knoxville.

The Cloze Test

Submitted by

Carol Thigpin

A cloze test is an alternate to the Informal Reading Inventory for assessment of reading comprehension. A cloze test consists of paragraphs of varying degrees of difficulty. Paragraphs should be about 250 words long.

Steps to constructing a cloze test:

1. Select paragraphs of varying degrees of difficulty.
2. Select paragraphs 250 to 275 words long.
3. Leave the first sentence of the paragraph intact.
4. After the first sentence, delete every nth word. (fifth is a good number)
5. Replace each word with a standard length blank.
6. Have fifty blanks.

Scoring a cloze test:

1. Each blank must be completed with the EXACT missing word.
2. There is no time limit on a cloze test.
3. Count the number of correct responses, exact words only. (disregard minor misspellings)
4. Figure percentage of accuracy.
5. Levels are:
   - 57% accuracy - independent level
   - 44-57% accuracy - instructional level
   - below 44% accuracy - frustration level

The advantages of the cloze test are (1) group administered, saves time, (2) requires less teacher skill to administer than IRI, (3) requires less teacher skill to construct that IRI, and (4) requires less time to administer than IRI. The disadvantages of the cloze test are (1) no word list, (2) does not establish word attack skill, (3) teacher time to construct, and (4) readability level of each passage must be accurately obtained which requires much teacher time.

Example of a Cloze Test

Perhaps you will enjoy a visit to the United States Treasury Building. Here are kept records of all government money received from taxes, or paid out for any government expense. Officers in this building oversee the running of all national banks in the country. From the Treasury Building, all United States paper money

is issued, and to it old, worn-out bills are sent to be exchanged and destroyed. You will see the White House, our President's home, with its sloping lawns and lovely gardens. You will see the fine houses where representatives from other countries live while they are in Washington.

The Washington Monument is over 500 feet high. Its name tells you that it was built in honor of our first President. Visitors may reach the top of it by an elevator. From it, they can see far beyond the city in all directions.

The Lincoln Memorial is among the best known of the national shrines, or monuments. An old Negro guide who was showing visitors about the city said: "People will tell you that the Lincoln Memorial is the most beautiful thing in Washington, but I am sure it is the most beautiful thing in the world." This expresses the feeling of many Americans for this building which honors one of our country's greatest men.

Another beautiful memorial building, newly erected, is that to Thomas Jefferson, third President of our United States, and author of the Declaration of Independence.

At Arlington, across the Potomac from Washington, is beautiful Arlington National Cemetery. It contains the graves of hundreds of American soldiers and sailors and of many great statesmen.

* * * * *

Perhaps you will enjoy a visit to the United States Treasury Building. Here are kept records _____ all government money received _____taxes, or paid out _____ any government expenses. Officers _____ this building oversee the _____ of all national banks _____ the country. From the _____ Building, all United States _____ money is issued, and _____ it old, worn-out _____ are sent to be _____ and destroyed. You will _____ the White House, our _____ home, with its sloping _____ and lovely gardens. You _____ see the fine houses _____ representatives from other countries _____ while they are in _____.

The Washington Monument is _____ 500 feet high. Its _____ tells you that it _____ built in honor of _____ first President. Visitors may _____ the top of it _____ an elevator. From it, _____ can see far beyond _____ city in all directions.

_____ Lincoln Memorial is among _____ best known of the _____ shrines, or monuments. An _____ Negro guide who was _____ visitors about the city _____, "People will tell you _____ the Lincoln Memorial is _____ most beautiful thing in _____ but I am sure _____ is the most beautiful _____ in the world." This _____ the feeling of many _____ for this building which _____ one of our country's _____ men.

Another beautiful memorial _____ , newly erected, is that _____ Thomas Jefferson, third President _____ our United States and _____

of the Declaration of _____.

At Arlington, across the _____ Washington, is beautiful _____ National Cemetery. It contains _____ graves of hundreds of _____ soldiers and sailors and _____ many great statesmen.

A List of Basic Sight Words for Older Disabled Readers*
(to supplement Dolch List)

1. more
2. than
3. other
4. such
5. even
6. most
7. also
8. through
9. should
10. each
11. people
12. Mr.
13. state
14. world
15. still
16. between
17. life
18. being
19. same
20. other
21. while
22. last
23. might
24. great
25. year
26. since
27. against
28. himself
29. few
30. during
31. without
32. place
33. American
34. however
35. Mrs.
36. thought
37. part
38. general
39. high
40. untied
41. left
42. number
43. course
44. war
45. until
46. something
47. fact
48. though
49. less
50. public
51. almost
52. enough
53. took
54. yet
55. government
56. system
57. set
58. told
59. nothing
60. end
61. didn't
62. later
63. knew

*Jerry L. Johns, Reading Clinic, Northern Illinois University

GEESLIN'S REVISED LIST OF 300 COMMONLY USED WORDS

a	cold	hard	me	right	to
about	come	has	mean	room	today
above	could	have	men	round	together
after	cut	he	might	run	told
again	day	hear	money	said	too
age	dear	heard	month	same	took
ago	did	held	more	sat	toward
all	do	help	most	saw	town
along	does	her	much	say	true
always	dollar	here	must	see	try
also	done	him	my	seem	two
am	don't	his	myself	seven	turn
an	down	hold	name	she	under
and	drink	home	need	should	until
any	drop	not	never	show	up
are	each	how	new	side	upon
army	early	hurt	next	since	us
around	end	I	night	sit	use
as	enough	idea	no	six	very
ask	even	if	not	small	wait
at	ever	in	now	so	walk
away	every	into	of	some	want
back	face	is	off	soon	was
be	fall	it	often	speak	watch
became	far	just	old	start	way
because	feel	keep	on	stop	we
become	few	kept	once	store	week
been	find	kind	one	street	well
before	first	know	only	such	went
began	five	land	open	sure	were
begin	food	last	or	take	what
being	for	late	other	talk	when
best	found	laugh	our	tell	where
better	four	learn	out	than	which
between	from	left	over	thank	while
big	front	less	own	that	who
both	full	let	paper	the	whose
bring	fun	light	part	their	why
built	gave	like	pay	them	will
but	get	little	place	then	wish
buy	give	live	please	there	with
by	go	long	price	these	word
call	goes	look	pull	they	work
came	going	lost	put	thing	world
can	gone	low	ran	think	would
car	good	made	read	this	write
carry	got	make	real	those	wrong
children	green	man	red	thought	yes
city	grow	many	rest	three	year
close	had	may	ride	time	you

VOCABULARY DEVELOPMENT FOR ADULTS*

Thomas A. Rakes

Most teachers realize that reading is a complex process of obtaining meaning. While numerous factors affect the success or lack of achievement in reading, the development of an ample reading vocabulary is essential. Vocabulary development has been associated with other "drill-skill" types of activities requiring rote learning and other somewhat less than stirring techniques.

The presentation of new words and the need for enrichment experiences are all a necessary component of most reading lessons. Adult readers often find the application level of required knowledge to be too difficult to maintain a strong vocabulary. The following suggestions represent areas around which appropriate vocabulary strategies may be developed within the structure of existing reading lessons.

Multiple Meanings

The development of a useful vocabulary depends not only upon the quantity, but also the diversity of known words and word parts. The association of more than one meaning per word represents a primary channel through which vocabulary can be expanded. Practice exercises should begin using simple words in a variable context setting. For example, students may be asked to

*This article was adapted from "Vocabulary Development: A Need for Associative Meanings," Thomas A. Rakes, Barnell Loft, Ltd., 1975.

fill in blanks using a synonym for such words as push, run, put, take, stop or other action-oriented words.

Example:

(Substitute a word for nice)

1. "That car is really _____."
2. "I'd like that _____ new one."
3. "You'd better be _____to me."

When introducing vocabulary it is necessary that adults realize the utility of words beyond the context of the story and their own experience. At times a discussion eliciting student contributions will be sufficient. Other situations call for teacher or student-made exercises applied at the chalkboard using small groups or as a special study sheet.

Analogies

Adults can enjoy language and if introduced sequentially, the use of analogies can serve as an excellent teaching aid. Initial examples should be provided in which answers are readily available.

Example:

Circle the correct word.

1. Moon is to night as sun is to (day, bright)
2. Wind is to sail as gas is to (fuel, car)
3. Flower is to petal as tree is to (branch, leaf)

A second stage includes practice in which answers are provided but listed at the bottom of the page.

In the final stage phrases would be presented without the aid of words to select from. Using key vocabulary from textbooks and student experiences provices a relevant and meaningful instructional situation that may be adapted to many levels using varied content.

Word Structure

The use of affixes may provide maximum use from minimal efforts. Beginning with common prefixes (un, sub, dis, in, non) and suffixes (ness, able, less, ful) numerous words can be decoded. Many readers are fascinated with new word parts and at times, tend to extend usage beyond anticipated responses. "I feel unangered" or "I'm antimad."

Suffixes may also provide an effective means of vocabulary development. In addition to the typical use of ty, ish, ible, ious and other common endings, adults may benefit from more content related suffixes. Following group discussions and teacher given examples, instruction may move to exercises illustrating specific suffixes using ate, ion, ize, logy, vert, or word parts.

Example:

ism = doctrine or characteristics of _ _ _ _

_ _ _ _ _ _ism = banishment from a country

_ _ _ _ _ _ism = medieval form of government

_ _ _ _ism = acts of a brave individual

_ _ _ _ _ _ism = not believed

Commonalities

The final technique represents a combination of word structure and concept association. "Find the common word or word part that all three words have in common."

Example:

hand	racquet	base	_____

The correct response is "ball" (handball, racquetball, baseball).

pound	walk	potato	_____
hand	brown	paper	_____
box	doll	news	_____

(Answers: cake, bag, paper)

These and many other examples may be generated by learners in the class or shared among students in different classes. By providing two stimulus words, the technique may be simplified. Further simplification would involve placing the correct word at the bottom of the page.

Example:

hill	goat
hopper	green
nose	time

(Answers: billy, grass, hard)

The development of practical vocabulary should involve associative types of thinking which represent pleasurable learning experiences. The use of multiple meanings, analogies, word structure and commonalities represent exploratory avenues through which vocabulary may be learned. Taking

the "dulls" out of vocabulary study could pave the way to substantial gains in interest and achievement. In addition to decoding and meaning skills vocabulary represents the catalyst in all successful reading experiences.

The following pages include representative activities that can be adapted to particular student needs. The exercises are only examples and intended to serve as models for constructing your own activities. After a time, students should be taught to construct exercises for use in the class.

MUTIPLE MEANINGS* Level I
(Help)

DIRECTIONS: Circle the right word in each sentence.
EXAMPLE: a. Can you (help, here) me?
b. I will (and, assist) you.
The correct answers are a. help and b. assist.

1. There is a place where we can get (ask, aid).

2. You are of no (benefit, book) in the project.

3. Could you (render, relieve) me now?

4. Can we hope to (serve, save) the plane?

5. I am here to (promote, promise) your efforts.

6. They are here to (prevent, prolong) more problems.

7. The soldiers arrived to (ride, rescue) the lost party.

8. The nurse was on hand to (average, assist) the doctor.

*Exercises dealing with mutiple meanings are presented following the three step format suggested in the preceeding discussion. Although the content is similar the format of presentation is varied to enable its use on three levels of difficulty: Level I, easy; Level II, medium; and Level III, Difficult.

MUTIPLE MEANINGS Level II
(Help)

DIRECTIONS: From the words at the bottom of the page, select the word that belongs in the blank.
EXAMPLE: a. Can you _____ me? b. I will _____ you.
The correct answers are a. help and b. assist.

1. There is a place where we can get _____.

2. You are of no _____ at all.

3. Could you _____ me now?

4. Can we hope to _____ the plane?

5. I am here to _____ your efforts.

6. They are here to _____ more problems.

7. The soldiers arrived to _____ the lost party.

8. The nurse was on hand to _____ the doctor.

assist	artist
ask	benefit
render	aid
save	relieve
prevent	prevent
promote	rescue

MUTIPLE MEANINGS (Help)

Level III

DIRECTIONS: Read each of the following sentences and fill in the word that means the same or nearly the same as the word "help". The same word should not be used more than once.

EXAMPLE: a. Can you _____ me? b. I will _____ you.

1. There is a place where we can get _____.
2. You are of no _____ in this role.
3. Could you _____ me now.
4. Can we hope to _____ the plane?
5. I am here to _____ your efforts.
6. They are here to _____ more problems.
7. The soldiers arrived to _____ the lost party.
8. The nurse was on hand to _____ the doctor.

ANALOGIES

Level II

DIRECTIONS: Circle the correct word at the bottom of the page and write it in the bland to the left of each anology below.

EXAMPLES: a. Tea is to drink as meat is to _____.
b. Car is to drive as plane is to _____.
The correct words are a. eat and b. fly.

1. Guns are to cowboys as bow and arrows are to _____.
2. Boston is to Massachusetts as Jackson is to _____.
3. Crop is to farmer as cattle are to _____.
4. Betsy Ross is to flag as Lincoln is to _____.
5. Old Glory is to flag as Uncle Sam is to _____.
6. Settlers are to colonies as residents are to _____.
7. Cotton gin is to Eli Whitney as telephone is to _____.
8. Eagle is to Great Seal as stars are to _____.
9. Flag is to waving as bell is to _____.
10. Valley is to hill as floor is to _____.

	house	Edison	Aunt Susan
	ringing	moor	home
	flag	Indians	states
O. Mitchell	rancher	roof	U.S.

WORD STRUCTURE* Level III

DIRECTIONS: Fill in the correct prefix or word part which reflects the appropriate meaning described on the right.

EXAMPLE: -logy: the study of

a. _____logy: treatment of the skin, hair and nails

b. _____logy: the study of animals

The correct answers are a. cosmetology and b. zoology.

1. _____logy: the study of time.

2. _____logy: the study of handwriting.

3. _____logy: the study of the earth.

4. _____logy: the study of man's cultural beginnings

5. _____logy: the study of word orgins.

6. _____logy: the study of insects.

7. _____logy: the study of the mind.

8. _____logy: dealing with regret.

9. _____logy: accumulation of works.

10. _____logy: nature and causes of diseases.

*The use of affixes, roots and wrd parts may provide practical and enjoyable sources for developing meaning oriented vocabulary strategies. Harris suggests a variety of high frequency prefixes, suffixes and roots for this purpose. See HOW TO INCREASE READING ABILITY, Albert J. Harris, 5th edition, David McKay Publishers, Inc., 1970, pages 409-410.

COMMINALITIES Level II

DIRECTIONS: Find the correct word at the bottom of the page that all three word have in common. Circle the correct word and the blank.

EXAMPLES: a. day spare night _____
b. cake cotaage fresh _____
The correct words are a. time and b. cheese.

1. Bunker top side _____
2. tea house dress _____
3. hop bottom liberty _____
4. movie bright and stripes _____
5. down stone confederate _____
6. age glory man _____
7. civil cold world _____
8. light coat head _____
9. break come law _____
10. home lord fall _____

ways	law	old
down	pepper	out
up	land	bell
maker	hill	red
green	tea	stars
shine	war	flag

O. Mitchell

TEACHING MEANING SKILLS TO ADOLESCENTS AND ADULTS

Thomas A. Rakes

Meaning skills include those skills which serve to direct a reader to an understanding of what is read. These skills may be appropriately classified as follows:

Meaning Skills: The reader will experience opportunities through which he/she may develop competency in:

Literal Processing
- a. following directions
- b. selecting appropriate meaning for specific words from given choices
- c. determining appropriate meanings for specific words
- d. identifying central ideas in a paragraph
- e. identifying central ideas in a unit
- f. locating factual information
- g. understanding sequential order in a paragraph
- h. understanding sequential order in a unit
- i. understanding the effect of punctuation marks
- j. understanding qualifying words
- k. identifying declarative and interrogative sentences

Inferential Processing
- a. drawing conclusions
- b. comparing specified information and other ideas
- c. quantifying ideas
- d. identifying cause-effect relationships
- e. identifying other relationships
- f. identifying appropriate meanings for specified words
- g. identifying appropriate meanings for phrases
- h. identifying appropriate meanings for sentences
- i. understanding the improtance of quotation marks

Projective Processing
- a. differentiating fact from opinion
- b. drawing conclusions
- c. making judgements
- d. relating what is read to self
- e. relating what is read to others
- f. applying problem solving techniques
- g. using imagination
- h. making assumptions
- i. predicting outcomes

Illustrative Information
- a. locating information on maps
  - 1. using a key of ledgen
  - 2. recognizing revers, cities and other land marks
  - 3. identifying and using scale
  - 4. locating places or other specified information
- b. using charts and graphs
  - 1. interpeting specific information
  - 2. understanding a time line
  - 3. understanding progress as shown on a graph or chart

The success of meaning skills instruction is determinate upon reader ability, appropriateness of skills stressed, clarity of directions, format of the lesson and lesson content. The ABE teacher should be careful to insure that students are properly placed in the material to be read. Rakes[1] and Vonderhaar provide appropriate sources for placement instruments and techniques. No student should be expected to read any material whthout first insuring a minimal level of word mastry.

Normally no more than two different skills should be introduced during a given instructional session. After determining minimal instructional needs a priority list should be developed for each student. Beginning with the most pressing meaning skill needs we should progress from skill to skill as a reader masters the preceding one. Attention to comlining previously learned skills is needed to transfer and apply new meaning skills to reading assignments. Adults will usually vary greatly in the mastery rate for improving reading skills. A teacher should then, be alert to move students at a rate appropriate for their learning style.

Directions should be written at the top of each page and always followed by a minimum of two examples. Clear directions written on a level congruent with that of the exercise will, along with accompanying oral directions, enable each reader to obtain maximum benefit from each lesson.

[1]Thomas A. Rakes, "Where to Begin," Adult Leadership, 19: February, 1971, p.255; Kathleen Vonderhaar, et. al., Tests for Adult Basic Education Teachers, School of Education, University of Missouri-Kansas City, February, 1975.

The format of a worksheet or skills lesson can directly affect the level of difficulty. The easiest format would include appropriate responses in text or at the bottom of the page. To increase the difficulty correct responses can be deleted from the page(s) entirely. A dual format allows for using the same content for multiple ability levels. To further diversify a skills lesson the complexity of the content and number of items can be increased or decreased according to student needs.

The following sample exercises can be used as an example illustrating adaptation of similar content for multiple levels. Many teachers have been successful in helping their students construct activities for other students in class. While good questioning strategies and a variety of meaning related exercises are important, there should be ample opportunity for guided reading for pleasure and personal growth. Reading to students daily and encouraging regular reading in magazines and newspapers will help provide a balanced development of reading abilities.

Level I

Skyjacking

DIRECTIONS: You are writing a report on a skyjacking. You are to use the following sources of information. Rank the <u>three</u> in order of reliability using #1 for the most reliable.

____ An account of the incident as it appeared in a local newspaper.

____ The official court record of the skyjacker's trial.

____ Audio tapes of speeches by congressional leaders during a political campaign.

Skyjacking Level II

DIRECTIONS: You are writing a report on a skyjacking. You are to use the following sources of information. Rank the five in order of reliability using #1 for the most reliable.

____ The report of an interview with the skyjacker after his arrest.

____ The account of the incident in the local newspaper.

____ The official court record of the skyjacker's trial.

____ The speeches made by congressional leaders seeking re-election.

____ The story told by a stewardess who made her escape during the confusion caused by an extra refueling stop. Her account was handed down by word-of-mouth from one stewardess to another and finally published in the form of an article series by LIFE magazine.

Skyjacking Level III

DIRECTIONS: Assume that you must compose a term paper on a recent skyjacking. You used the following principal sources. Rank the six in order of reliability (using #1 for the most reliable) and justify your decision in each case.

____ The report of an interview with the skyjacker after his arrest. The interviewer was a man who saw his wife killed during the chase.

____ The account of the incident given a local newspaper shortly after it happened. The reporter, acting on a tip, had been present during the skyjacking.

____ The official court record of the sky jacker's trial.

____ The speeches made by congressmen during the political campaign to offer a bill to outline judicial procedures for skyjacking cases.

____ The story told by a stewardess who made her escape during the confusion caused by an extra refueling stop. Her account was handed down by word-of-mouth from one stewardess to another and finally published in the form of an article series by LIFE magazine.

____ The memories of the sky marshall who arrested the skyjacker, published by the officer's son shortly after his father's death from bullet wounds suffered during the incident.

EVALUATING ABE INSTRUCTION AND MATERIALS

Submitted by

Robert H. Geeslin

Can anything be done to quickly evaluate an instructional method and supporting materials? Yes, enough is now known about learning to allow a description of the requirements for teaching. Methods and materials may be examined for certain attributes which speed or hinder learning. There are many subtle points on which the better methods may be examined to determine the most efficient methods. But the best method is to be described in terms of effectiveness and efficiency -- how many students one teacher can work with at any one time, how rapidly the students learn, in short...the quantity and quality of responses obtained.

Participant: But Dr. Geeslin! There's no such thing as a best method for teaching reading! After all, our students are all so different. They won't all learn best from the same material!

Well, I want everyone to understand this perfectly: There ARE better and poorer methods and materials for teaching. You, yourself, have said your students are all very different, one from another... would you expect, then, a method that treated your students just alike to be as good as a method that allows for differences, such as entry-level skills or different rates of learning? Of course, some methods are better than others!

Let's reach another agreement, too, about publishers. Publishing houses exist to make money. All other concerns are secondary. Everyone in the publishing industry whom I know personally has and keeps his job on one condition and one condition only...he is profitable. The point is: don't trust those with vested interests to tell you the whole truth. You evaluate the different materials. You decide which ones are better. You find the best method for you and your students. And that's what this is all about...learning to tell the difference.

Reading Instruction is in Three Domains

Teachers of reading are actually teaching in three distinct areas or domains. Most obvious is the area of WORD RECOGNITION. (In fact, many teachers don't know there's more to reading than recognizing the words -- oh, and their meanings, which they call vocabulary building. Nothing could be further from the truth than limiting reading instruction to word recognition, which I am going to call "decoding" from now on.

Decoding is basic to reading, but it is not sufficient. True, the student who cannot decode the words in a passage cannot read the passage; but, there are two other types of information which must also be processed before "real reading" occurs.

The English language has an internal structure called SYNTAX. Speakers of the language use a syntax that varies according to their dialect. Very few ABE students speak the formal syntax as is used by the editor or the TV commentator. The ABE teacher may find it necessary to teach a formal or standard language pattern to the students as part of literacy instruction.

In addition to decoding and syntactic instruction, the reading teacher must also teach the student to "think along with the author," a set of cognative skills. This has traditionally been called COMPREHENSION.

In summary, the reading teacher is responsible for three domains: decoding (word recognition), standard languaging (syntax), and comprehension (understanding).

Effective Instruction Requires Three Steps

Please do not confuse the three steps of instructional sequence with the three domains. Each instructional segment of each domain requires three steps.

Mrs. Byrd's presentation of programmed instructional products (PIPS) finished with three steps which are included in each PIP: (1) the instructions or examples or "model behavior," (2) the opportunity for student response, and (3) provision for feedback. Although Mrs. Byrd limited her comments to programmed materials, these three elements are common to effective instruction. Evaluation of an instructional system may begin with these three basic steps: examine the instructional material to see if they include a model, response opportunity, and provision for feedback. Just finding all three instructional steps does not assure an adequate instructional material...no, much more must be considered. However, if any of these three steps of the instructional sequence are missing, the unit is not complete.

STEP ONE: MODEL. A model tells the student what to do. It tells him how to be correct. It gives complete and reliable information for completing the lesson. Three examples follow.

The simple model is most often used by teachers of reading. One of the most commonly used is the naming process. When you show a student a new word, you tell him what it is; you don't give hints and wait for the student to guess.

Complex models are used for sophisticated skills and usually follow demonstrated proficiency in subskills. Learning how to fly is an excellent example. First, the controls are learned, then the instruments, and practice with an instructor present; the student is then ready for the Link trainer. The Link trainer is a large box set on gymbals. The inside is a lighted cockpit. The box responds to all pressures on the controls by pivoting on the gymbals, and the instruments are computer-controlled to deliver the same information the maneuver would produce in an airborne vehicle. Through "simulated" flights, the student learns to land, take off, and navigate without endangering a multimillion dollar aircraft and without filling the skies with "jumbo-jet student drivers."

The student will eventually use his reading skills for many purposes. He will inform himself from news magazines and textbooks, he will follow complex directions, and he will read cautions and warnings on labels. He will even read the greatest of all books, the "Manufacturer's Guide for Space-Ship Earth," the Bible. In fact, like most Americans, the student will try any number of false starts before he gives up and, as a last resort, finally reads the directions. You, as a teacher, cannot make your instructional settings exactly like real-world applications. But you can, like the Link-trainer, come pretty close. You <u>can</u> provide purpose for reading the materials you give and you <u>can</u> provide materials in areas for which the student already has purpose.

STEP TWO: RESPONSE. The object of providing a model is to obtain the <u>response</u> you wish the student to learn. The student in the Link trainer is learning how to respond to a large aircraft: the ABE student is learning <u>how to respond to the printed message</u>.

It is unfortunately true that many instructional programs provided for use in ABE classes are not designed to obtain proper responses. Filling in a blank with "was/were" is quite a different task from composing a message that is syntactically correct, and oral reading is different from studying to pass the GED!

It is the teacher's goal to explain, demonstrate, and see that students perform. When the student begins to perform in the expected manner, the teacher is satisfied that learning is taking place. It is necessary, therefore, that the teacher be sure that the student's practice be pertinent. STUDENTS LEARN TO READ by READING! The student's responses should be <u>reading</u> responses.

STEP THREE; FEEDBACK. Feedback informs the student of the appropriateness of the response. Correct responses are followed by reward (acknowledgment) and incorrect responses are followed by more instruction. Feedback means (1) reward or (2) starting over--with a new model. Of course, the instructor is not the only source of feedback. Many times students recognize errors without prompting and, just as frequently, they know when they have performed correctly.

And other sources of feedback include responses from other students, explanations from reference material, answer keys, etc.

One factor critical to the production of rapid learning is the opportunity to make a new response, a more perfected response, following the initial feedback. Knowing this response to be satisfactory, the student has more than "knowledge of results," he has refined his answer and knows it to be proper. The following example is from the decoding domain. The lesson teaches word recognition at an early stage. The example is fast paced and follows the instructional sequence of model/response/feedback very ridgedly. The behavioral objective is: Given the printed word, the student will recognize it (as shown by his giving the oral form of the word).

An Example -- Teaching Decoding

Model: Using flashcard material, the teacher shows the word to the student, tells him what it is, and asks him to spell it from the card, then to say it. By having the student spell and say the word, the teacher can be sure the student has looked at the word and has heard it pronounced.

Response: The word is mixed with other words of similar spelling and the student is asked to point to it. A correct response is rewarded with, "That's right." The flashcards are shuffled and redisplayed (in a different order), and the student is again asked to point to the word. The second trial is to insure against a "lucky guess" on the first trial. The flashcards are again shuffled, and each is shown to the student, one at a time. The student names the new word when it is shown to him. In most procedures, the student can name all of the words.

Feedback: If the student is unable to spell the word, he does not have one of the prerequisite skills for learning to read; that is, recognition of the letters of the alphabet. Such a student should be taught the letters by a similar approach. If the student points to the wrong word, he is told, "No, that isn't _____, that's _____. Try it again." At this point, the teacher knows that the student has not learned the word. Start over! Show the word, name it. Ask the student to study it, to remember what it looks like, to spell it to himself and to say it, to remember how it is spelled. The student may even be asked to trace the word, as in the Fernald method. The response process is then repeated.

If the student is unable to say the word when it is shown to him (he gives a different word, or gives the word when shown a different one), he is corrected and the choosing process is repeated, with one exception: as each card is laid down, the teacher asks, "Is this _____?" If any error is made, the teacher starts over with a new model.

This is the way it sounds in a tutorial setting. The following is 60 seconds from a sixty minute lesson.

T: Look at this word; it's 'was.' Look at it and spell it for me, please.

S: w a s

T: What word is it?

S: was

T: Ok, let's see if you can pick it out from some other words that look something like it. Here are four words; point to 'was', please.

S: (points)

T: That's right. Let's try it again. (Reshuffles cards and displays them.)

S: (points)

T: Very good! Now, let's try this. I'll show you these words and you tell me which one I'm holding. (Reshuffles the cards and holds one up.)

S: saw

T: Good! Now this one.

S: was

T: Very good! This one?

S: has

T: Good. And this last one?

S: war

T: Very good. It looks like you know them inside and out.

Extension: It is advisable to teach sight words by using as distractors words that are similarly spelled, as in the example above. For this reason, many teachers like to teach four new words at a time. The words are taught in a manner very similar to the above. The first word is modeled, then the second. The student is given a chance to respond to these two words: "Which one is 'saw'? . . .Right! Which one is 'has'? . . .Right! Now (shuffles) which word is this?" When the student has learned to discriminate (tell apart) the first two words, the third is added; and the fourth is added when the student knows the first three. In this manner, the student is given continual success and learns to discriminate words that might be confusing if

learned in different lessons on different occasions. This look-say, or sight word, approach is not as effective as others. It is time consuming and requires a one-to-one, or tutorial, setting. Modern mechanics has helped a great deal by producing a machine which will "read" a flashcard for the student. Such card readers allow the student to practice word recognition without a tutor. But they are expensive.

To use a card reader, the student selects a flashcard, studies the word, says it, then puts it in the slot of the machine. The machine then repeats the word from a strip of magnetic tape (like a tape recorder). The student can, by using the machine, get his feedback without a human assistant. With a little practice, the student can become so proficient at using the card reader that he can take a stack of "new words," use the card reader to give him a model as well as using it for feedback.

To summarize: good teaching requires a model leading to the response to be learned which is followed by feedback.

Evaluative Criteria

1. Instructional propriety

2. Instructional relevance

   A. relevance of the model
   B. relevance of the response opportunity
   C. relevance of the feedback

3. Format

   A. allows entry at any level, at any time
   B. allows self-pacing (individualization)
   C. allows success (avoids criticism)

4. Readability control

5. Interest level

The Last Shall Come First, and the First Last
- Discussion in Order of Increasing Importance -

Interest level has been discussed and fifteen topic areas which are of adult interest have been listed. Interest is generated and held by practical classes that produce visible achievement. Reading lessons should involve more actual reading than other types of exercises, even if "formal English" is the primary target for instruction and oral exercises are being used.

and if new instruction is offered for incorrect responses. The new instruction should have all the attributes of a proper model (see below).

"Relevant response opportunity" is evaluated in terms of the desired behavior. In the presence of certain stimuli, certain responses are desired -- are those responses elicited by the response opportunity? In intermediate lessons, fragments of the total response may be elicited or the response opportunity may include a greater number of clues to the proper response than will be found in the terminal lessons. But the response made must be the same as (or very, very close to) the desired terminal response -- and it is the response opportunity that determines this similarity. The reading teacher should be very sure that the responses being obtained are reading responses.

Relevance of the model may be evaluated in terms of its providing information adequate for making appropriate responses. Part of the model concerns how to respond; another part concerns what to respond. One method of determining instructional relevance is to work through the material yourself, just as if you were a student. Any confusion will identify weak spots. Information necessary for correct response may be contained in the model, but the cognative or reading difficulty may be so great that the student can't understand it. It is heartbreaking to see second level students struggle with directions or instructions written on a fourth or fifth level.

"Instructional propriety" is a difficult term. It means "rightness of instruction", or that what's being taught is what ought to be taught. And this is the most difficult aspect of instructional evaluation, for it examines the premises of curriculum. Take phonics for example.

Phonics is a word attack skill, an artificial skill new readers use to aid in determining an unfamiliar word. Phonics is not reading; in fact, good readers rarely use phonics.

We hold that phonics should be taught as a minor skill, that the material can be presented within the context of meaningful reading and writing, and that the organization inherent in the language should be used as a guide for grouping material in an orderly manner (to be discussed later). The study of this inherent organization should be reserved for advanced college or graduate students, as it is difficult to master and it is confusing, as will be obvious later.

* * * * * * * * * * * *

Participant: Dr. Geeslin! I've been teaching for 15 years and I know phonics is the answer! Why, how else can a student learn to sound out his words if he doesn't know phonics? In fact, I've had students who are almost ready for the GED who've come to me and asked me to teach them their phonics! Teaching phonics is not absurd!

Answer: When lunch-time comes, would you and the lady who believes there is no best method please eat together? You have a lot in common.

* * * * * * * * * * *

The most difficult part of phonics instruction is "blending." Blending, as you may know, is the process of "putting together the sounds of the letters into global units (words)." Let us evaluate the instructional propriety of blending.

Is blending required? Why? What does it do? To answer these questions, let us examine (attack?) a few words by the phonics method.

Words

about
because
class
drank
early
first
has
is
please
street
thought

What is the sound represented by the alphabet letter 'a'?
How did you decide upon that sound?
Could an ABE student make the same decision without knowing such specialized words as "vowel", "syllable", and "schwa"?
What is the sound represented by the letter 'b'?
What is the sound represented by the letter 'o'? 'u'? 't'? Now, blend into a word... a...b...o...u...t

[Use the same procedure for all the words.] You can say what you will, I don't recognize any of the pronunciations with the possible exception of /i/z/. All of the pronunciations are distorted beyond recognition. Blending is the process of "putting it all together." How is this done? The best blending I've ever seen is done on Sesame Street, but it avoids the problem (really) by working with word parts instead of "letter sounds."

How are letter sounds blended? I don't know. No one I know has an answer, either, not one that works. So we see that the instructional propriety for blending is high -- it is a "much needed skill." Why?

Phonics instruction begins by teaching the student the "sounds of the letters" -- or so the programs claim. Actually, they all fall far short of this goal. For example, the letter 'a' represents some 40 speech sounds. Here are a few of them: "Ask Caesar about all weak and awkward arguments and what have you gained?" The phonics systems teach only two or three of these.

The next letter of the alphabet is 'b' and is representative of most of the consonants as taught by most phonics systems. What is the sound of 'b'?

Participant: "Buh."

That's what phonics teaches, alright. However, it's not so! The letter 'b' produces NO sound. The sound you have produced is "uh", the schwa, the common vowel. You have distorted that sound as you began it. It is the function of the consonant to represent that distortion. You see, consonants are not "soundable." By adding a vowel, you put the student in an awkward position. You give him a key to the language that doesn't work! . . .Or, at least, doesn't work alone. If the removal of the distortions (blending) was a fairly simple matter, there might be reason to teach the "sounds of the letters."

Recall, while we were "sounding out" the list of words, there was some discussion of which sound to use for certain letters (for those letters represent more than one sound). If students are to use this system at all, they must have some way of resolving these same questions. A way is provided for them, of course. The student may learn a set of rules which are supposed to determine which of the various sounds will be produced in various letter combinations.

I've never understood how a rational person could expect a student to spend several months learning the various sounds and then ask him to attack words by sounding and blending before he has spent the year or two necessary for learning the rules that tell him which sounds should be produced and blended. At any rate, it's time we took a look at those rules, or generalizations, the student must learn.

There are many phonics rules, so many that I was surprised by the number when I first saw a compiled list. If you are curious, be sure to look up Ted Clymer's article on the utility of phonic generalizations. It puts a great many rules (generalizations) to the same kind of test we will use, below.

The two most popular phonic rules seem to be: (1) in a closed syllable, two adjacent vowels represent the long sound of the first (or "when two vowels go walking, the first does the talking by saying its name while the second is polite and stays quiet"), and (2) in a word of CVCV type in which the final vowel is an 'e' and the preceeding consonant is a single letter, the medial vowel is long. [Huh? Does anybody really teach that to a student who can't even read? -Eds.]

To test these rules, or "generalizations", you will need a newspaper article (or magazine, or any other printed matter) and the work sheet that follows. Examine each word to determine if its spelling conforms to either generalization. If so, test the word to tell if the generalization leads to a proper or improper pronunciation. Tally the number of times the rules work or fail. If a word occurs twice (or even more often) tally it for each occurrence.

Generalizations	Works	Does not work
1. ". . . two vowels go walking..."		
2. "final e..."		

Dr. Clymer found similar evidence that the rules don't work -- some of them worked for only one or two words out of a million! Some NEVER worked! But some did work, like the two-vowel and final-e rules, about half the time. (Suppose the rules you were taught worked only half the time -- suppose you got a ticket for stopping at red lights OR going on green, you'd soon quit driving!)

Some of the rules worked consistently, of course. Others worked 90% of the time, 80%, 70%, and so on. Many teachers -- yes, even Dr. Clymer -- made an attempt to decide which rules to teach. They were sure of those which consistently indicated a proper decoding procedure; they accepted some of the less consistent rules. Doubt has been cast on their decision, however.

If you have gotten this far without feeling that the whole point has been missed, then you will appreciate the difficulty of evaluation of instructional propriety. Which rules to teach, which ones had enough utility to merit being retained in the instructional system are not the proper questions.

Teaching decoding by the sounds-of-the-letters technique is appropriate if and ONLY if:

1. The sounds and the rules for which sounds are associated with each letter and letter group can be taught.
2. The sounds can then be pronounced as recognizable words.

So far, no one has been able to do either of these. The instructional propriety for such lessons is zero, nill.

Phonics has been so popular that many, many lesson types have been devised in addition to those which teach the rules, the sounds, and blending. Some of these are excellent examples of inappropriate instruction. For example a lesson for which the skill being "taught" is required as an assumed part of the decision-making process required in completing the exercise.

> Instructions: mark each vowel with a macron or breve...
>
> 1. macron 2. gospel 3. superflous 4. schwa

Please note that students are in one of two positions on each item: (a) the student does not know the word and completes the activity by (1) pure guess or (2) blindly following a "rule" or (3) looking the word up in a reference source; other students (b) know the words and are able to pronounce them, thus can complete the activity quickly and accurately and without learning anything.

Floor Open for Participant Responses

Participant: Dr. Geeslin, you said earlier that you would have more information on teaching beginners how to read. Well, in the system in which I teach, students are divided according to previous academic training and I get those with very low levels. What I'd like to ask is "Will you just start from the very beginning and show us how you would teach these beginners?"

What I hear you asking is for me to show you the best method I know for teaching beginning readers. Yes, I can do that, but I must do it rapidly -- we have a lot more to learn about other systems and how to evaluate them.

From the examples of teaching the look-say approach, you will recall I suggested using words of similar spellings. The reason is to avoid and prevent confusion. You see, if the student sees only words that are quite different and very easily discriminated, at a glance you might say, he does not learn to examine new words. However, if he must carefully examine words from the beginning, he learns to pay more attention to the various spelling cues that determine the words. For that same reason, I begin students with letters that are similar in appearance. By learning to tell 'm' from 'w' and 'b' from 'd' in the beginning, he will have no trouble with them later.

I begin instruction with letters of the alphabet. I choose 'm' and 'w', and teach them by the look-say associational approach (on flash cards) already discussed. Then I add letter 'e'. As soon as

mastery is indicated, I show the student that the letters can be put together to make words. Of course, the first two words are 'me' and 'we'. These are added to the flash cards and, upon mastery, I add the letters 'b' and 'h', then the words 'be' and 'he'. There follows: 's', 'she', 't', 'the'. At the end of the first lesson, the student knows 7 letters and 6 of the most commonly used words. The second lesson introduces the double-e: 'bee', 'fee', 'see', 'wee', and the letters 'I' then 'a'. Not only do these letters also represent two more of the most commonly used words, one letter becomes the vowel for the second group of words: the '-it' or '-am' family. Starting with 'am', yields Sam and ham. More letters and words follow: 'd', 'dam', 'j', 'jam', 'r', 'ram', 'l', 'slam', 'p', 'Pam', 'c', 'scram', and 'cram'.

At this point, the number of possible directions for further instruction becomes very large; however, I do like to get a "short e" pattern in next -- to prevent overgeneralization from the first two lessons. After all, all words containing an 'e' do not have the "long e" sound. I get the patterns from Barnhart and Bloomfield's Let's Read, the Master Book.

I also begin to have the students practice writing the letters they are learning to recognize by having them write (copy) the new words. Almost immediately, they are ready to write short sentences. What they can write, they can read.

Such instruction causes an internalization, without the necessity of direct instruction, of the sound-symbol relationships. The inherent organization of the language is my guide for grouping units for instruction. I don't have to show these sophisticated concepts to the students, I use them.

On the third or fourth lesson (or on the second, if the student already recognizes the letters of the alphabet) I show the student the entire spelling pattern (words to be learned as a unit). For each word, I give two or more oral models for the initial consonant. The student responds to each "key word" by repeating it. Attention is called to "the way the letters shape his mouth."

He is then asked to "fix his mouth like he was getting ready to say the word 'bead' (the key word) and hold it." When he has compressed his lips, he is told, "Now 'read' this word." If the response is incorrect, then I point out the rhyme between the two words and a third is presented. This process is continued throughout the pattern of words; each time, models are given, responses are made, and feedback is carefully given. At the end of the lesson, the patterns are reviewed as if they were sight words.

Example of a First Lesson

T: Remember, during the last lesson, you named the letters for me. Tonight we will put some of those letters together and learn the words they spell. Do you remember the name of this letter?

S: "E"

T: Yes. "E" as you hear in the words 'eat' and 'bead'. You say the two words and tell me if you can hear the 'e' in them.

S: "Eat" ... "Bead" ... Yes, I think so.

T: Ok. You remember this letter?

S: Yes. "M"

T: Right. "M" is the first letter in the words, 'my, mad, and meat.' Say those three words and tell me if you can tell how you fix your mouth as you get ready to say the words.

S: "My, mad, meat." Yes, they make my lips come together like . . .

T: Good. Whenever you see a word that starts with an 'm' you will know it starts like that. Look at this word 'me'. You can tell it will start like that because the word starts with the letter 'm'. Now look at this word (writes 'we'); it starts with a different letter. . .

S: "W"

T: Yes. "W" is the first letter in 'win, will, and week.' See if you can feel the 'w' in the words.

S: "Win, will, week." Yes.

T: Good. Fix your mouth like you were going to say this (points to 'we') word, and make it rhyme with 'me', that is, so you end with 'e'. Go ahead, read the word.

S: "We"

T: Excellent! That's the idea! Now try this one (writes 'be'). It starts like 'big or 'boy'.

S: "Be"

T: Good. Now this one. It starts like 'hit, house, and him'.

S: "He"

T: Good. Here's one that starts like 'ship and sheet'. Can you read it?

S: "Sea"

T: Not quite. 'Sea' and 'sheet' don't start the same way, quite. Say 'ship and sheet' and see if you can figure out what you did wrong.

S: "She" (without the intermediate step, above)

T: Of course! "She." Here's one that starts like 'this or them.' Can you read it?

S: (Hesitates)

T: The word is 'the.' When you say it, you say 'thugh' like "The man."

S: "Thugh"

T: Right, but it is also 'the', like: "I saw THE man, you know?"

S: Uh huh.

T: Now let's see if you can read the words as I show them to you.

Proceed to deal with the words as if they were sight words, showing them to the student one at a time and having him read each one, then displaying all the words and having the student point to the correct word as you name it.

The most common faults among teachers attempting the approach for the first time are overcueing and undercueing. An example follows:

T: Good. Now can you read this word (pan)? [No model given.]

S: (Hesitates)

T: It's what you fry eggs in. [Note the 'hint' instead of a model.]

S: Oh. "Spider." [Spider is a colloquialism for skillet.]

T: No. "Pan."

S: Oh. (Poor teaching is easily noticed by such <u>dragging</u> as this.)

After the first lesson, several variations are possible if your students already know the letters of the alphabet. A diagnostic approach is often taken, the word pattern to be presented being

determined from the words needed by the student for his first language experience story, "ME". Some teachers begin a "linguistic program" such as Merrill's or Sullivan's on the third or fourth lesson.

Continuing this system is straightforward. As the student encounters a word he doesn't know, you make note of it and teach the pattern, for if the student does not know one member of the group, he has not internalized the spelling generality.

It is true that the English language contains a few visual units that can give rise to two (or more) oral expressions. When such words are encountered, the alternate patterns are taught in contrast. For example:

bead	dead	bear	ear
lead	head	pear	dear
read	lead	tear	fear
	read	wear	gear
	bread	swear	hear
	dread		rear
	tread		tear
	spread		sear
	thread		year
			clear
			shear
			spear
			stear

By contrasting the alternate pronunciations for the same spellings, you give the student a cue for remembering the pronunciation of each word. "Swear" is not so likely to be mispronounced <u>if the student has had the opportunity to learn its correct decoding</u> as it is if he is taught the phonic rule.

Participant: But how do you know if r-e-a-d is /reed/ or /red/?

Well, there is a comedienne in every bunch, isn't there? Look at this word: wound. There is no way on God's green earth that you can tell if it means "injury" or if it is the action performed with a clock. The letter configuration is the same for both words. It is a true homograph and there are several more in the language. Truly, the only way to decode such words is in context, such that the semantic domain (comprehension) defines the word.

Participant: Well, how do you know whether /red/ is spelled r-e-a-d or r-e-d?

That question deals with encoding (spelling) rather than decoding (reading). It falls outside our purpose. No comment.

Now that you have all seen the method explained, I'd like to demonstrate that it works. If I could, I'd flip a switch and make

you all non-readers for a few minutes. Since I cannot, I will translate a few words into a different alphabetical system and teach you the words.

(A demonstration followed.)

You have now seen the method I recommend. But we are not finished with our topic "Evaluation of Instruction and Instructional Materials for Teaching Reading." There are still a number of gimicks used by some publishers which should be evaluated.

One publisher uses charts with letters printed in different colors. What happens when such additional cues are used? The student learns to read from the color, of course, since it is more salient, or attractive of attention, than is letter order or word configuration. Another company uses little pictures, called rebus, to cue responses. And another group uses a different alphabetical system to make the phonics rules work.

On pages 94 through 101 are an evaluation form developed by participants in the 1974 workshop. There is a major ommission and a major error (along with a couple of typing errors). Determine what they are. Correct them. Then revise, adapt or adopt, or reject each item. Add new items in areas neglected.

Using the revised (your) form, evaluate at least one material from each of the following catagories:

A. Multi-level "kit" material
B. Programmed material
C. Auto-instructional tool (eg: card readers)
D. Textbook
E. Work-text

EVALUATION FORM

Evaluator _____

Date _____

Publisher _____

Name of Material _____

_____

****

The material being evaluated includes which of the following domains:

_____ decoding (word attack)

_____ syntactic (standard languaging)

_____ semantic (comprehension of "knowledge content")

****

Evaluator comments: _____

_____

_____

_____

_____

_____

_____

_____

Rate material as a whole on the following:

COST

A. Consumable vs. permanence
Can it be made less consumable?
Yes No

B. Cost per student per lesson _____.

C. Expensive hardware required? _____

INTEREST LEVEL

Low----------High

Consider the following in judging interest:
*Currency of information.
*Is the information challenging or is it all "old hat" to the student?
*Life experience of student and his expressed interests.
*(You might try using the material yourself. If it captures your interest, it will surely be interesting to at least some of your students.)

CONTENT

A. Utility of content for student's lifestyle is

Low----------High

B. Concepts:

Abstruct----------Concrete

theoretical, hypothetical (graphs, charts) (more difficult)

tangible contains examples (pictures, diagrams) (easier)

C. Is conceptual material a progressive sequence through more than one lesson?

Yes----------No

D. Which of the following cognitive skills are developed in the exercises?

1. memory
2. translation
3. interpretation
4. application
5. analysis
6. synthesis
7. evaluation

READABILITY CONTROL

A. Give publisher's recommended level___.
B. Write average level determined by formula _____.
C. Is material easier or more difficult than publisher suggested? E____ D____
D. Choose the easy-appearing section... write 1st sample readability:_____.
E. Choose the difficult-appearing section...write 2nd sample readability: _____.
Subtract:
F. What is the within-selection variability in reading difficulty? _____.
G. Legibility :
1. size of print _____.
2. style of type _____.
3. leading _____.
4. quality of paper _____.

SELF-PACING

Low----------High

1	2	3	4
teacher directed	units with barriers (such as waiting for others to finish unit)	kits or material programmed in linear format	programmed (the students can skip units)

DECODING

Model

Low----------High

1	2	3	4	5
none or very sketchy	directions: what to do	directions: what to do & how to do it	directions: what to do, how to do it, purpose of activity	exact model (observable)

1. Model is easier to read and understand than the task.
   _____yes _____no
2. Model is given for each different task.
   _____yes _____no
3. Model is self-explanatory.
   _____yes _____no
4. Model is adult oriented and suitable to life experiences.
   _____yes _____no

Response Opportunity

Low----------High

1	2	3
irrelevant to model (not response student is to learn)	immediate (means to an end-step stuck in between)	identical (same as required skill - equivalent practice)

Feedback

Immediacy

Low----------High

1	2	3	4
no provision for feedback	delayed to later instructional period - "over-night" correction	same instructional period - such as answer key for checking work	instant - such as programmed material, mechanical devices, that light, etc.

New Model for Incorrect Responses

Low----------High

1	2	3	4
correct answer only	additional instruction but no new response opportunity	explains rationale for various correct answer. No new response opportunity	additional instruction and new response opportunity

Reinforcing (Stroking) Quality of Feedback

Low----------High

1. Is feedback reinforcing? _____yes _____no
2. Is student notified of progress on proper responses? _____yes _____no
3. Reward: a) praise _____yes _____no
   b) pleasurable activities _____yes _____no

SYNTACTIC

Model

Low----------High

1	2	3	4	5
none or very sketchy	directions: what to do	directions: what to do & how to do it	directions: what to do, how to do it, purpose for activity	exact model (observable)

1. Model is easier to read and understand than the task.
   _____yes _____no
2. Model is given for each different task.
   _____yes _____no
3. Model is self-explanatory.
   _____yes _____no
4. Model is adult oriented and suitable to life experiences.
   _____yes _____no

Response Opportunity

Low----------High

1	2	3
irrelevant to model (not response student is to learn)	immediate (means to an end - step stuck in between)	identical (same as required skill - equivalent practice)

Feedback

Immediacy

Low----------High

1	2	3	4
no provision for feedback	delayed to later instructional period - "over-night" correction	same instructional period - such as answer key for checking work	instant - such as programmed material, mechanical devices that light, etc.

New Model for Incorrect Responses

Low----------High

1	2	3	4
correct answer only	additional instruction but no new response opportunity	explains rationale for various correct answer. No new response opportunity	additional instruction and new response opportunity

Reinforcing (Stroking) Quality of Feedback

Low----------High

1. Is feedback reinforcing? _____yes _____no
2. Is student notified of progress on proper responses? _____yes _____no
3. Reward:
   a) praise _____yes _____no
   b) pleasurable activities _____yes _____no

SEMANTIC

Model

Low----------High

1	2	3	4	5
none or very sketchy	directions: what to do	directions: what to do & how to do it	directions: what to do, how to do it, purpose of activity	exact model (Observable)

1. Model is easier to read and understand than the task.

_____yes _____no

2. Model is given for each different task.

_____yes _____no

3. Model is self-explanatory.

_____yes _____no

4. Model is adult oriented and suitable to life experiences.

_____yes _____no

Response Opportunity

Low----------High

1	2	3
irrelevant to model (not response student is to learn)	intermediate (means to an end - step stuck in between)	identical (same as required skill - equivalent practice)

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3. Reward:
   a) praise _____yes _____no
   b) pleasurable activities _____yes _____no

ADULT PERFORMANCE LEVEL MODULES: AN EXAMPLE OF COMPETENCY-BASED CURRICULA FOR ADULT EDUCATION

Submitted by

Harry E. Frank and Mel R. Holmes

The outcry of criticism towards all levels of education in the 70's has been and continues to be for the need of a competency-based curriculum for students that enter the educational process. This current appeal for a competency-based curriculum has been directed towards all types of educational programs ranging from remedial education to graduate level studies. Since many of these educational programs fit under the colossal umbrella of adult education, adult educators cannot ignore the consequences of instructional competence and needed curriculum innovation--accountability.

There exists one area of educational research which may attract the attention of not only the professional critics but all adults to the demand for a curriculum designed to equip learners with the functional competencies necessary for success in our society. The Adult Performance Level Study conducted by the University of Texas (Northcutt and the APL Committee, 1973) helped define a system of adult needs that can be demonstrated to be positively related to various measures of success in adult living, such as annual income, level of education, and occupational status. This body of research by implication has offered guidance for what should be taught in adult basic education programs. The sequential Adult Functional Competency Study (Northcutt and the APL Committee, 1975) attempted to answer the question, "How functionally competent are U.S. adults?" Their research findings attest that overall, approximately one-fifth of U.S. adults are "functionally incompetent" and approximately one-third of the adults "functioned with difficulty". while nearly one-half demonstrated that they were "proficiently competent." This estimate is based on a representative national sample of adults performing on indicators which cover five general knowledge areas: occupational knowledge, consumer economics, government and law, community resources, and health...and four skill areas: reading, problem solving, writing, and computation. All APL estimates of competency are based on broad sectors of human behavior and their limitations must be kept in mind. But for the first time there exist a body of research that attempts to delineate what competencies are directly related to American measures of success -- levels of income, education, and occupational status.

The initial impact of the total APL concept is reflected in the U.S. Commissioner's suggestion that "state educational agencies should plan to utilize the APL research findings to develop instructional programs designed to meet APL objectives" (Federal Register, Vol. 40 No. 14, 1975). Also encouraged are staff development which focus on

the translation of APL objectives into curriculum and teacher competencies. For adult education, accountability is no longer a point at issue but a mandate for action.

Early Responses to Mandate for Action

Since little has been published about educational developments related to the Adult Performance Level concept, it seems appropriate to review some of these efforts. These efforts should be applauded since many of them were developed independently and prior to the completion of the Adult Performance Level Study. In a sense they were "ahead of their time." A brief synopsis of these efforts follows:

*The New York State External High School Diploma Program... has designed a flexible and credible supplement to the existing four-year high school diploma. The diploma (the first to be awarded Spring, 1975) recognizes performance in the basic skill areas of reading and math and the life skill areas of consumer awareness, civic, and occupational/vocational preparedness. The diploma rewards advanced occupational, academic, and specialized skills as determined by various assessment procedures. Some states, notably Oregon, have already begun requiring students to complete a series of adult life-related performance tasks before awarding certification of high school completion.

*The New Jersey Adult Educator's Certification Project... is conducting a study to determine the feasability of changing the certification process to include the issuance of the Adult Educator's certificate based on an evaluation of the candidate's actual performance as a teacher.

*A joint project of the Mississippi State Department of Education and the Mississippi Authority for Educational Television... has resulted in the production of a practical and innovative educational program ON THE MOVE. The purpose of this program is to facilitate the development of the individual's coping skills in the belief that such a development will improve the individual's learning of academic skills as well. A similar theoretical approach is embodied in the Adkin's Life Skill Education Model developed earlier (Adkin's, 1973).

*World Education...under a grant from the Division of Adult Education, U.S.O.E., has worked with New York ABE programs developing the Apperception-Interaction Method. The objective of the AIM Project is to provide learners with an opportunity to identify particular problems, helping them acquire needed knowledge and skills, and encouraging them to take practical action to resolve problems which will provide a focus for ABE instruction which maximizes the usefulness of ABE classes to the learners (Irish, 1975).

*The Appalachian Adult Education Center at Morehead State University...has developed Coping Skill Categories based on extensive work with ABE programs and in public library services for disadvantaged adults. The coping skill categories are areas in which most adults need information to cope effectively with the problems of everyday living. Adult educators can use the Coping Skills Categories in many ways, but probably the most functional is as subject areas for instruction and special programs.

*The Adult Performance Level Project...has designed an annotated bibliography of materials related to the APL general knowledge areas entitled The ABE's in APL. Materials identified are produced by all sectors including private companies, the U.S. Government Printing Office, federally funded projects, school districts, curriculum publishers, state departments of education, and other organizations.

By no means is this list of APL-related educational activities comprehensive. A national effort to identify educational activities and programs related to the Adult Performance Level concept is desirable. These cited examples of educational developments is the kind of practice which seems to be entirely consonant with the recent APL research findings.

The APL Concept: A Model for Curriculum Development

One of the most valid uses of the APL study, was to use the research findings as a structure for a competency-based curriculum for adult basic education programs. From 1973-1975, experienced adult educators participated in Auburn University Adult Education Summer Institutes and Follow-up Workshops to develop instructional modules based on tasks identified by the APL study as necessary competencies for the average adult to succeed in life. Instructional modules developed and published were designed around five general knowledge areas: Occupational knowledge, Consumer Economics, Health, Government and Law, and Community Resources. The process employed to compile and develop these instructional modules involved not only the field-experienced adult educator, but also many professionals and specialists including deans, faculty, graduate students, APL committee personnel, U.S.O.E. regional staff, and state department of education staff. These institute participants were divided into five groups, with each group being responsible for one of the five general knowledge areas defined and identified as being within his area of expertise. After the completion of the instructional modules, the complete series was entitled Career Education for Adults. Since the functional competencies needed by adults emphasized in the instructional modules has important implications for career decision-

making and role accomplishment for adults, the term "career education" was chosen to entitle the modules.

Each instructional module incorporates within it's specific content area three components: an instructional goal, performance objectives, and performance tasks. The first component of the instructional modules is the instructional goal, a broad description of the capability which the functionally competent adult should possess for that particular knowledge area. For example, the instructional goal for the Government and Law Module is "to promote an understanding of society through government and law, and to be aware of governmental functions, agencies, and regulations which define individual rights and obligations."

A second component of the instructional modules is the performance objectives, which help to operationally define the instructional goal and some degree of mastery of these objectives is required for true functional competency. A performance objective of the Government and Law Module is "to understand the relationship between the individual and the legal system."

The performance tasks are the third component of the instructional modules and are a series of situation-specific requirements necessary for satisfactory performance objective accomplishment. A performance task which will enable the student to complete the Government and Law performance objective of "understanding the relationship between the individual and the legal system" is "to become familiar with necessary legal terminology."

Another structural dimension of each instructional module is that the nucleus of each module (the content area of knowledge) places at the instructor's disposal, an outline of instructor and learner activities, and suggested resources needed to implement these activities. This structural format of each instructional module coincides directly with the current version of the APL description of competency objectives (Northcutt and the APL Committee, 1975).

Module Effectiveness and Implementation

A critical question for any curriculum innovation is can the change in curriculum content congruently reflect change of behavior in the learner? In an attempt to measure learning effectiveness of the instructional modules, certain procedural strategies were employed in field situations (ABE learning labs). A sample of the instructional modules were distributed to experienced ABE instructors in selected educational settings. Each instructor had the flexibility to select and implement module tasks appropriate to his/her learning situation. Each instructor then analyzed the following aspects of the module tasks: application to specific learning situations,

identification and utilization of appropriate resources, and determination of criteria for selection of specific module tasks.

After a considerable number of instructional hours, the APL-experienced ABE instructors ranked particular tasks within the five general knowledge areas according to learning effectiveness. Criteria for the overall learning effectiveness of the selected tasks were: (1) instructor's perception of the need for the selected task, (2) learner's perception of the need for the selected task as expressed through observation, case study, discussion, and role playing activities, (3) availability and accessibility of APL-related resources to supplement learning activities such as resource persons, books, pamphlets, visual aids, etc., (4) critical incident-to-what extent did the learners have a sudden and important real life need met. Over 50 instructors responded to each criteria by subjectively rating selected module tasks as either "high" or "low" based on the above criteria. The field test results are summarized in Tables A and B, pages 109-112.

Implications for Curriculum Implementation

An objective of field testing was to determine which criterion would most likely determine if an individual instructor would use a specific task. Prior to the actual field-testing of the Career Education for Adults modules, it was the general consensus of the workshop participants (mostly ABE teachers) that the learner's perception of the need for a selected task should be the most important criterion for selecting that particular task. But after utilizing the modules in real life situations, the most important criterion for selecting a task was the availability and accessibility of learning resources to supplement the teaching of the task. In other words, to implement this APL-based curriculum effectively, resources (including resource persons, books, pamphlets, visual aids, etc.) were considered more important than student needs. This change of attitude has several implications.

The typical part-time ABE teacher using the APL-based modules tends to rely heavily on prepared resources available to him because the five general knowledge areas include material which is unfamiliar to him. This behavior on part of the ABE teacher is not surprising. The typical ABE teacher is usually a full-time elementary or secondary instructor willing to teach the traditional aspects of that curriculum on a part-time basis to adults. Therefore little preparation if any is done prior to his entering the adult classroom. Because most elementary and secondary curriculum does not focus on adult life-related tasks, the ABE instructor cannot effectively implement the APL-based modules without professional preparation.

The second and probably most pervasive implication of the field test results is the apparent necessity of in-service training for potential instructors of any level APL-based curriculum. Certainly elementary and secondary schools have a responsibility of making available curricular offerings that would enable the student to be "functionally competent" in our society. The Adult Functional Competency Study (Northcutt and the APL Committee, 1975) indicated that approximately 20% of the adults holding a bachelor's degree or above were at best "functionally competent." Undoubtedly the idea that so many millions of professionally educated adults at best "function with difficulty" is a hard pill to swallow for us as educators. But even if we as educators assume that none of these "marginally competent" college graduates are educators, all disciplines involved in the business of teacher education should be willing to re-evaluate their objectives. Educational ideologies may soon be measured by how well they aid the educator to meet the college student's life-related needs.

In summary, the Adult Performance Level concept may be a major educational breakthrough for determining what competencies adults need to attain success in life. For adult education, a new foundation for lifelong learning can now be constructed. Some approaches to building this foundation have already begun and include external high school diplomas, special ETV programming, state staff training, and a variety of others. The Career Education for Adults modules is an effort to establish a new curricula foundation for ABE and other continuing education programs. Adult education institutes, follow-up workshops, and field-testing procedures are methods that helped provide a blueprint for building the foundation as well as a means to check its ability to stand the test of meeting real life needs. A consolidation of these and other efforts should certainly help adult education meet the mandate deadline for completing this challenging task of furnishing a comprehensive competency-based curriculum for educational and community organizations interested in lifelong learning.

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TABLE A

Highest Ranking Tasks As Perceived by APL Experienced ABE Teachers

Occupational Knowledge

1. To list diverse sources of job information which can lead to employment, such as word of mouth, employment agencies, newspapers, etc.
2. To be able to complete samples of job application forms as completely as possible.
3. In discussion, to chart the advantages and disadvantages of gaining employment through various kinds of agencies and private employers.
4. To list do's and don'ts for the prospective employer in the interview situation (e.g., dress, behavior, etc.).
5. To be able to write a complete resume to be used in employment application procedures.

Consumer Economics

1. To acquire basic information on buying and using food stamps effectively.
2. Using samples to perform the following: (A) fill out deposit slips, (B) calculate an account balance given entry and withdrawal amounts.
3. To determine how large volume stores can sell products at a lower price than small stores.

4. Using odometer and gallons of gasoline figures to calculate gas mileage for private cars.

5. To determine the services offered by various accounts in order to select the best checking and savings accounts in accordance with individual needs.

Health

---

1. To list various home safety measures (tub mats, night lights, care with electrical appliances and fuses, sturdy stepladders, etc.).

2. To read literature from various kinds of health agencies in the community (e.g., birth control clinics, V.D. prevention and treatment centers, drug and alcohol abuse clinics, etc.).

3. Using available literature and resources, to list nutritional requirements.

4. To list some of the fire hazards in the home and car and to explain how best to prevent or deal with them.

5. Using available hospitalization policies, to understand words relating to various coverages, diseases, treatments, etc., and expenses involved, calculate costs and fees.

Community Resources

---

1. To list funding sources of given services.

2. To list services available in the surrounding vicinity.

3. To understand requirements to be met in order to apply for various services.

4. To be aware of services offered by public libraries and how to use the library.

5. To read summaries of literature relating to eligibility requirements for common services such as Medicare, Social Security, Unemployment Compensation, etc.

Government and Law

---

1. To know how and when to obtain a lawyer.

2. To list ways in which the individual can influence the government through his representatives, including such methods as writing a letter to his representatives and becoming familiar with relevant issues of the day.

3. To become familiar with necessary legal terminology.

4. To list several examples of laws which apply to everyday life and learn why these laws exist.

5. To list some of the agencies of government which regulate economic activities.

The criteria for selecting these particular tasks were ranked by order of importance as follows:

TABLE B

Criteria For Selection of Tasks Ranked
In Order of Importance As
Perceived by APL Experienced ABE Teachers

1. Availability and accessibility of resources (includes resource persons, books, pamphlets, visual aids, materials for constructing teacher made resources, etc.).

2. Critical Incident - To what extent did learners have a sudden and important real life need met.

3. Perception of learner's needs as expressed through group activities (Ex: discussion, role playing, observation, case study, etc.).

4. Teachers perception of the need for the selected task.

5. Learner's perception of the need for the selected task as expressed through individual means. (Ex: through the use of tests, conversation, observation, case study, etc.).